DOCUMENT RESUME

ED 118 259 88 [illegible] 008 356

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TITLE Clinch-Powell Educational Cooperative Early Childhood Education Program. Evaluation Report.
INSTITUTION Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
PUB DATE Jul 75
NOTE 99p.; For related document, see ED 100 533

EDRS PRICE MF-$0.[illegible]3 HC-$4.67 Plus Postage
DESCRIPTORS Cogniti[illegible] Development; *Early Childhood Education; Educational Television; *Home Programs; Home Visits; Intervention; Mobile Classrooms; Parent Attitudes; *Parent Education; Parent Participation; Preschool Children; Program Descriptions; *Program Evaluation; *Rural Education; School Readiness Tests; Social Development
IDENTIFIERS Appalachia; *Clinch Powell Educational Cooperative; Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This report presents program evaluation results for three years of operation of the Clinch-Powell Educational Cooperative Early Childhood Education Program, a home-based, parent oriented program which serves four rural Appalachian counties and includes the use of home visits, mobile classrooms, and a TV program accompanied by a Parent Guide. Descriptions of the program's objectives, components, staff training, target population and comparison group are given. Results of the annual evaluations of the project have indicated that the program has had a measurable effect on children's cognitive and social abilities. Children who participated in the program have scored significantly higher on the Metropolitan Readiness Test and the Peabody Picture Vocabulary Test than children who had not been in a preschool program. Children who had been in the program for two years scored significantly higher on both tests than children who had been in the program only one year. Parents, home visitors and teachers rated children's social behavior and, for nearly all items, posttest scores were significantly more positive than pretest scores. Parents' evaluations of the program for three years have been consistently very positive. (Author/ED)

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CLINCH-POWELL EDUCATIONAL COOPERATIVE

EARLY CHILDHOOD EDUCATION PROGRAM

EVALUATION REPORT

JULY, 1975

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ABSTRACT

The Clinch-Powell Educational Cooperative Early Childhood Education Program has served four rural Appalachian Counties since 1971. The program is a home-based, parent oriented program which includes the use of home visits, mobile classrooms, and a TV program accompained by a Parent Guide. Since its inception, the project has served 984 target children and then parents and 1665 siblings of target children.

Results of annual evaluations of the project have indicated that the program has had a measurable effect on children's cognitive abilities and social abilities. Children who participated in the program have scored significantly higher on the Metropolitan Readiness Test than children who had not been in a preschool program. Program children have scored significantly higher than control group children on the Peabody Picture Vocabulary Test and children who had been in the program for two years scored significantly higher than children who had only been in the program one year. Parent, home visitors, and teachers rated children's social behavior and for nearly all items posttest scores were significantly more positive than pretest scores. Parents have evaluated the ECE Program for three years and their feelings have been consistently very positive. They have indicated strong feelings about the value of the program for their children and themselves.

TABLE OF CONTENTS

CHAPTER		PAGE
	LIST OF TABLES	iii
	INTRODUCTION	1
	Program Overview	1
	Program Objectives	2
	Program Components	3
	Staff Training	5
ONE	TARGET POPULATION	7
	Control Group	10
TWO	PROGRAM PARTICIPATION	13
THREE	PARENT EVALUATION OF THE PROGRAM	17
FOUR	MEASURES OF PROGRAM EFFECTS ON CHILDREN'S COGNITIVE DEVELOPMENT	25
	Metropolitan Readiness Test	25
	Peabody Picture Vocabulary Test	36
FIVE	SOCIAL BEHAVIOR RATING SCALES	40
	Parent Behavior Rating Scale	40
	Home Visitor Social Behavior Rating Scale	42
	Van Teacher Social Behavior Rating Scale	48
SI	PARENT QUESTIONNAIRE	56
SE	COMMUNICATIONS	62
	Model Implementation	62
EIGHT	MANAGEMENT	71
	Program Implementation	71

TABLE OF CONTENTS (Continued)

CHAPTER		PAGE
	Project Management	74
	Management of Communications	75
	Management of Change	76
	Management of Personnel.	78
	Summary.	88
NINE	CONCLUSIONS AND RECOMMENDATIONS	90

LIST OF TABLES

TABLE		PAGE
1	Sex, Age, Date of Entry, Siblings, and Community Size Data for ECE Children	8
2	Educational Level, Income Level and Hollingshead Ratings for ECE Families	9
3	Four Year Data for Income Level and Hollingshead Ratings	11
4	Comparison of Control Group and ECE Group	12
5	Van and Home Visit Attendance Data	14
6	Captain Kangeroo TV Program Viewing and Learning Activity Data	16
7	Responses of 267 Parents Representing 283 Project Children	19
8	Mean Responses on Part III of the Parent Evaluation For 1974 and 1975	24
9	Mean Total Scores on Metropolitan by Preschool Program	27
10	Duncan's Multiple Range Test for Location of Significant Differences Among Program Groups on Metropolitan Test	28
11	Mean Total Scores on Metropolitan by Number of Years of Preschool Experience	30
12	Mean Total Metropolitan Scores by Number of Years and Type of Preschool Program	31
13	Mean Total Scores on Metropolitan By Socioeconomic Status	32
14	Mean Socioeconomic Status of Families of Children who took Metropolitan by Preschool Program	34
15	Mean Total Scores on Metropolitan Adjusted for Socioeconomic Status by Preschool Program	35

LIST OF TABLES (Continued)

TABLE PAGE

16 Peabody Picture Vocabulary Test; Pretest - Posttest Comparisons for Control Children and ECE Children Who Were In the Program One Year. 38

17 Peabody Picture Vocabulary Test; Pretest - Posttest Comparisons for Control Children, ECE Children Who Were In the Program One Year and ECE Children Who Were in the Program Two Years. 38

18 Summary Data for PPVT; 1973, 1974, and 1975. 39

19 Parent Social Behavior Ratings; Pretest - Posttest Comparisons For All Children 41

20 Parent Social Behavior Ratings; Pretest - Posttest Comparisons for Children In the Program One Year and Those In The Program Two Years. 43

21 Home Visitor Social Behavior Rating Scale: Mean Pretest Responses and Mean Posttest Responses. 44

22 HV Social Behavior Ratings; Pretest - Posttest Difference Scores for One Year Children and Two Year Children 46

23 Van Teacher Social Behavior Ratings; Pretest - Posttest Comparisons for All Children 49

24 Van Teacher Social Behavior Ratings; Pretest - Posttest Comparisons for Children in The Program One Year and Those in the Program Two Years 51

25 Van Teacher Social Behavior Ratings; Comparisons of Children In the Program One Year and Those in Two Years on Pretest and Posttests. 54

LIST OF TABLES (Continued)

TABLE		PAGE
26	Parent Questionnaire; Pretest - Posttest Responses for All ECE Parents.	57
27	Parent Questionnaire; Pretest - Posttest Comparisons for Control Parents and for ECE Parents who Were in the Program One Year	60
28	Parent Questionnaire; Posttest Comparisons of Control Group, Parents, ECE Parents In the Program One Year and ECE Parents in the Program Two Years.	61
29	Management Questionnaire I; Mean Scores for CPEC Board and Administrators	80
30	Management Questionnaire II; Mean Scores for ECE Central Office Staff and for ECE Administrators.	81
31	Management Questionnaire II; Mean scores for ECE Home Visitors and Teachers.	83
32	Questions from the Parent Evaluation which are Relevant to the Management and/or Communications Component.	86

INTRODUCTION

I. PROGRAM OVERVIEW

The Clinch-Powell Educational Cooperative was founded in 1971 to serve the mutual needs of four rural Appalachian county school systems in northeast Tennessee. The four counties which constitute the cooperative are Campbell, Claiborne, Hancock and Union Counties. Among the first priorities of the cooperative was the establishment of an early childhood education program which would provide preschool experiences for children who had previously been unable to attend a kindergarten or other preschool program. The development of such a program and the implementation of the program were made possible by competitive funds provided by Title III, Section 306, ESEA.

The early childhood education (ECE) project which was developed was designed specifically to meet the needs of the Appalachian region and to account for such factors as geography, population distribution, the scarcity of trained educational professionals, and the lack of classroom facilities. The program was an adaptation of a model first developed by the Appalachian Educational Laboratory (AEL) in Charleston, West Virginia. The AEL model program consisted of three major instructional components, a mobile classroom, television, and home teachers. These components, as a package, provided a means by which children in isolated rural areas could "attend school" even though there were no classrooms or teachers available. In essence, the program was designed to take school to the children in a situation where the children could not be taken to school. The mobile classrooms could be driven up into the mountains, parked in a small settlement, serve the children of that immediate area, and then be

driven to another such mountain settlement. The television program could be received in nearly all homes in the four county area and could serve as an instructional method in the home. The home teachers or home visitors could be specially trained members of the local communities rather than formally trained educational professionals. These home visitors, who were residents of the counties they served, could drive (or walk) into even the most isolated regions and provide learning experiences for both children and parents in the homes of their pupils.

The adaptation of the AEL model and the development of the CPEC-ECE program began in July, 1971. From its inception, the theoretical stance of the ECE program has been the belief that parents are the principal educators of their children. Administrators of the ECE program have taken the position that the learning experiences which take place in the home, the parents' attitudes toward education and child development, and the learning environment in the home are primary determinants of a child's educational development, especially in the preschool years but also throughout the child's school experience. The ECE program, then, has considered parents as well as children primary targets of the program.

II. PROGRAM OBJECTIVES

Very broadly defined, the ECE program objectives may be described as follows. Specific, detailed, and behaviorally stated objectives may be found in the original project proposal and in the continuation proposals for 1972, 1973, 1974, and 1975.

1. To provide a preschool educational experience for approximately 350 children between the ages of three and five years of age who would not otherwise have an opportunity to enroll in a program prior to entry into first grade.

2. To provide children with an opportunity to socialize with other young children and participate in a group process.
3. To promote in children the development of social skills, the development of a positive self concept, an increased awareness of the self in relation to the environment, the development of creativity and initiative to learn and other related affective factors.
4. To promote in children such cognitive abilities as number concepts, prereading language skills, and such concepts as shape, size, relationships, color, texture, discrimination skills, and other abilities generally associated with preschool curricula.
5. To involve parents directly in the education of their children, to help parents to become more effective teachers of their children, and to promote development of parental attitudes which are conclusive to maximum educational opportunities for their children.

III. PROGRAM COMPONENTS

Mobile Classrooms

Two large vans and two small vans have been converted into classrooms on wheels. The vans are fully carpeted and furnished comparably to a kindergarten classroom. The vans are well supplied with educational toys and materials and with audiovisual equipment. The van teachers are fully certified teachers, two of whom hold masters degrees. On the large vans, teacher aides assist the van teachers. The teacher student ratio on the vans is generally about 1:5.

Each van has a weekly route which it travels, spending one half day at each of eight stops. At each stop, children who live in that vicinity are brought to the van by their parents for the half day session. While

at the van, children participate in both group and individual learning activities. Children engage in such activities as listening to stories, singing songs, creating finger plays, painting, cutting and pasting, building with blocks, dressing up and role playing, eating a snack, doing science experiments, and many other typical preschool activities. A major function of the van program is to provide children, many of whom live in isolated areas and have limited contacts with other children, an opportunity to develop social skills.

Home Visitors

Fifteen local women from the four county area have been specially trained over the four years of program operation to serve as home teachers or home visitors. Eleven of the women serve as full time home visitors and each is responsible for visiting about twenty-five homes per week. Four other home visitors serve part time as teacher aides or substitutes and visit about twelve homes per week.

Each home visitor has a regularly scheduled appointment each week with each family she serves. The home visitor goes to the child's home, taking with her such materials as a Parent's Guide, books, toys, materials and whatever equipment she needs for the day's activities. In the home, the home visitor discusses with the parent and child the learning activities which they did in the home during the week. She then spends nearly an hour engaging the child in various educational games and activities while the parent observes her teaching techniques. Before she leaves the home, the home visitor goes over with the parent the learning activities which are suggested for the parent and child to perform in the home during the coming week. The home visitor leaves in the home books from the lending

library, toys from the toy lending library, and any materials which the parent and child might need to carry out the week's learning activities.

Television Program

The "Captain Kangaroo" show is currently used for the TV component of the ECE program. CBS provides the ECE staff with advance copies of each week's script. Helen Skinnell, the curriculum specialist employed by the ECE program, reviews each script and writes a synopsis of each day's TV program for inclusion in the Parent's Guide. Along with the synopsis, Ms. Skinnell also describes learning activities which relate to the program which the parent and child may perform in the home. A second guide is prepared for teachers and home visitors so that they might integrate their weekly lessons with the activities performed in the home.

The TV program is intended to serve as a vehicle through which parents may become motivated to engage in learning activities with their children. Parents are expected to watch at least part of the TV program with their children two or three days each week. When accompanied by the Parent's Guide, the TV show provides parents with an informal curriculum around which they can focus learning activities in the home. In addition to the material related to the TV program, the Parent's Guide also includes information about child development and child rearing.

IV. STAFF TRAINING

The above three components, the mobile van, the home visitation, and the TV program, are designed to correlate closely with one another and to reinforce each other. In an effort to maximize the coordination of the three components, a full day each week is devoted to inservice training for project staff. The home visitors, teachers, and aides meet with the

field supervisor and the project director to exchange ideas and information and to review cooperatively the next week's learning activities. Strategies are devised for implementing the curriculum, materials are obtained or devised, and special needs and problems are discussed. The weekly in-service sessions are also designed to reinforce the staff learning experiences provided by the two week preservice workshops which have been held in August each year and by the participation of staff members in college credit courses which have been offered by the University of Tennessee, East Tennessee State University, and Walters State Community College.

CHAPTER ONE

TARGET POPULATION

The number of children enrolled in the ECE program at any one time fluctuates as children drop out of the program or as new children enter. As of May, 1975, there were 292 children enrolled in the program. Most of these children were three years old (132) or four years old (123) as of September, 1974. There were 11 two year olds and 25 five year olds. Of the 292 program children, 203 of them enrolled in the program for the first time during 1974-75 while 89 of the children had been in the program during the previous year.

The 292 target children had a total of 303 siblings who received indirect program benefits due to their parents' involvement in the program and the availability of ECE materials in their homes. The ECE children lived on farms (34%), in small towns (34%), and in villages (22%). Only 10% lived in a town with a population greater than 2500 persons. The parents of ECE children were somewhat undereducated as less than 50% of the mothers and less than 40% of the fathers had completed high school.

Families participating in the ECE program were primarly from the lower or lower middle income brackets. Eight percent of the families had an annual income of less than $3000, thirty-five percent made $3000 - $6999 per year and nineteen percent had an income of $7000 - $8999. About thirty-eight percent of the families had a yearly income of $9000 or more. When rated on the Hollingshead Index which estimates social class on the basis of income and type of employment, the ECE families were rated primarily in the next to lowest (46%) and lowest (28%) classes.

The descriptive data for ECE children and their families for 1974-75 are summarized in Table 1 and in Table 2.

TABLE 1

SEX, AGE, DATE OF ENTRY, SIBLINGS, AND COMMUNITY SIZE DATA FOR ECE CHILDREN

Sex	
Male	= 152
Female	= 140

Number of Siblings	
Younger	= 93
Older	= 210
Total	303

Age as of 9/74	
2 years	= 11 children
3 years	= 132 children
4 years	= 123 children
5 years	= 25 children

Year Children Entered Program	
1972	= 12
1973	= 77
1974	= 198
1975	= 5

Size of Community in Which Children Live

		N	%
Farm	=	99	34
Village (pop. 50-250)	=	65	22
Small Town (pop. 250-2500)	=	99	34
Town (pop. 2500-25,000)	=	25	9
City (pop. over 25,000)	=	2	1

TABLE 2

EDUCATIONAL LEVEL, INCOME LEVEL AND HOLLINGSHEAD RATINGS FOR ECE FAMILIES

Last Grade Completed By:

	Mothers		Fathers	
	N	%	N	%
Less than eight	4	1.4	18	6.3
Eight	39	13.4	39	13.6
Less than twelve	61	21.0	51	17.8
Twelve	137	47.2	107	37.4
Some college	32	11.0	33	11.5
College degree	12	4.1	19	6.6
Graduate work	5	1.7	19	6.6

Income Level	N	%
Under $1000	5	1.7
$1000 - $2999	19	6.5
$3000 - $4999	39	13.4
$5000 - $6999	62	21.2
$7000 - $8999	55	18.8
$9000 +	112	38.3
	292	99.9

Hollingshead Index

Social Class Level	N	%
I *	10	3.4
II	11	3.8
III	54	18.5
IV	134	45.9
V	83	28.4

* I = Highest class, V = Lowest class

During the four years of the project (1971-1975), 984 children have been served by the program. This figure includes only those children who were enrolled for most of the project year and not those children who dropped out during the year. During the four years, approximately 1665 siblings of project children have received indirect program benefits. The total number of children served, either directly or indirectly was approximately 2649 children.

Over the four year period of program operation, the description of the project families remained quite stable. From 1971 to 1975, project families were rural Appalachian families who were undereducated and in the lower socio-economic classes. Table 3 reflects the four year data for income and social class.

CONTROL GROUP

For purposes of comparison, a control group of children who had not participated in any preschool program were identified. The control group children were located and identified by home visitors. Children were included in the control group if they lived in the CPEC counties, if they were between the ages of 3 and 6, if they had not participated in a preschool program, and if their parents consented to their participation. Control group children took a Peabody Picture Vocabulary Test as a pretest in September and as a post-test in May. In addition, their parents took the Parent Questionnaire as a pretest and as a posttest and supplied information about the family.

The 1975 control group consisted of 31 children, 17 boys and 14 girls. The control children lived primarily in small towns (52%) and farms (29%) and their family incomes were generally less than $7000 per year. In Table 4 , the control group has been compared with the ECE group as to community size, education level, income level, and social class.

TABLE 3

FOUR YEAR DATA FOR INCOME LEVEL AND HOLLINGSHEAD RATINGS

	Percent			
Income Level	1972	1973	1974	1975
Under $3000	9	10	7	8
$3000 - $6999	46	37	40	35
$7000 - $8999	16	20	20	18
$9000 +	18	33	33	38

	Percent			
Social Class Level	1972	1973	1974	1975
I*	4	4	2	3
II	10	8	5	4
III	16	12	17	18
IV	42	61	57	46
V	28	15	19	28

*I = Highest class, V = Lowest class

TABLE 4

COMPARISON OF CONTROL GROUP AND ECE GROUP

Community Size	Percent Control	Percent ECE
Farm	29	34
Village	10	22
Small Town	52	34
Town	10	9
City	0	1

Father's Education Level	Percent Control	Percent ECE
Less than Eighth	16.1	6.3
Eighth	22.6	13.6
Less than Twelth	19.3	17.8
Twelth	38.7	37.4
Some College	3.2	24.7

Income Level	Percent Control	Percent ECE
Under $3000	3	8
$3000 - $6999	50	35
$7000 - $8999	13	19
$9000 +	33	38

Hollingshead	Percent Control	Percent ECE
I*	0	3
II	3	4
III	3	18
IV	32	46
V	61	28

* I = Highest, V = Lowest

CHAPTER TWO

PROGRAM PARTICIPATION

Throughout the year, records of participation were maintained by teachers, home visitors and parents. For each child, records of van attendance and home visits were kept. In addition, parents were asked to keep a record of the amount of time that they and their children spent watching the Captain Kangeroo TV program and the number of learning activities which they carried out together.

During the project year, 299 children attended the van at least once and 287 children met with a home visitor at least once. The average number of van visits per child was 16.7 while the average number of home visits was 24.7 per child. There were a total of 4993 child-days on the vans and 7089 child-days for home visits. The average rate of attendance was 66.1% for the vans and 83.1% for home visits. Most children attended the van for 21 to 26 days (111 children) and also had 21 to 26 home visits (125 children). Most children (86) had a van attendance rate of 51-75% and most children (125) had a home visit attendance rate of 76-90%. Sixty-one children for the vans and 93 children for home visits had attendance rates of better than 90%. The van and home visit attendance data is summarized in Table 5 .

Most children (127) and most parents (111) watched the Captain Kangeroo TV program an average of 4 days per week. The average number of days per week which participants watched the TV program was 3.9 for children and 3.4 for parents. Children watched the program an average of 47.9 hours during the year and parents watched an average of 32.9 hours. All children watched a total of 13,843 hours and all parents watched a total of 9,508 hours.

TABLE 5

VAN AND HOME VISIT ATTENDANCE DATA

Variable		Van	Home Visits
Number of children attending at least once	=	299	287
Mean days attendance per child	=	16.7	24.7
Total Child-days	=	4993	7089
Mean attendance rate	=	66.1%	83.1%
Frequency of attendance per category			
less than 15 days	=	98	13
15 - 20 days	=	79	35
21 -26 days	=	111	125
More than 27 days	=	11	114
Frequency of attendance per category			
less than 25% attendance rate	=	35	0
26 - 50% attendance rate	=	36	7
51 - 75% attendance rate	=	86	62
76 - 90% attendance rate	=	81	125
91 - 100% attendance rate	=	61	93

Parents and children completed an average of 74.3 learning activities during the year or more than 2 activities per week per family. Altogether, program participants completed 22,141 learning activities from the Parent Guide. TV and learning activity data are summarized in Table 6.

TABLE 6

CAPTAIN KANGEROO TV PROGRAM VIEWING AND LEARNING ACTIVITY DATA

		Children	Parents
Average Number of Days Per Week Program Watched:			
0 Days	=	7	22
1 Day	=	5	10
2 Days	=	20	30
3 Days	=	44	52
4 Days	=	127	111
5 Days	=	86	64
Mean Days Per Week	=	3.9	3.4
Mean number of hours watched during the year	=	47.9	32.9
Total person - hours watched	=	13,843	9,508
Mean learning activities completed during the year	=	74.3	
Total of all learning activities	=	22,141	

CHAPTER THREE

PARENT EVALUATION OF THE PROGRAM

The Parent Evaluation was designed to provide feedback from parents to project administrators. The instrument was intended to measure parent's feelings about various facets of the program and their perceptions of the effectiveness of the project. The original Parent Evaluation was administered in 1973. The instrument was then revised and refined and the revised from was administered in 1974 and 1975.

The Parent Evaluation forms were distributed by home visitors to all parents enrolled in the program as of April, 1975. In an effort to insure confidentiality and to encourage parents to respond honestly on the evaluation forms, envelopes were distributed along with the questionnaires. Parents were instructed to complete the evaluation form, seal it in the envelope provided, and give it to their home visitor. The home visitor then, would not have access to the completed questionnaire. In those cases in which parents were unable to read sufficiently to complete the questionnaire, home visitors were instructed to read a copy to them. Questionnaires were distributed to 282 parents and usable responses were received from 267 parents for a return rate of 95%. The 267 responding parents represented 283 of the 292 children enrolled or 97% of the program children. The survey sample of 95% of the population was considered a truly representative sample.

In Table 7 , the Parent Evaluation responses have been recorded. In Part I, parents were asked to evaluate various facets of the program by selecting responses on a five point scale. The percent of parents who selected each response has been indicated for each item. For most items, most parents selected the response "very much." For four items, more than

90% of the parents selected "very much" and for nine additional items more than 70% of the parents selected "very much". The items on which parents responded most negatively were those which pertained to continuing the home visits after the child had begun public school, sending children to the van every day, and the father helping with learning activities.

In Part II of the Evaluation Form, parents were asked to indicate the degree of change, if any, which they had experienced or perceived since they entered the program. For most items, most parents indicated that they had perceived either "noticable change" or "much change". The items on which parents indicated that they had perceived the most change were those which pertained to children's interest in learning, children's knowledge, children's reading habits, children's self-concept, and parents' feelings about their children. The items on which parents indicated that they have perceived the least change were in the area of parent-child relationships.

In Part III, parents were asked to rate various program components on a ten point scale (0-9). For all items the mean scores were above 7.0. The items which were rated the most positively were: the home visitor (8.7), the effect of the home visits on the child (8.7), the materials brought by the home visitor (8.5), the effect of the van (8.5), and the whole ECE program (8.5). The items rated lowest were parent meetings (7.2), the TV program (7.8), and the project administrator (7.8).

In Part IV parents were asked six open-ended questions. The most frequent responses have been recorded. In Part V, which is not included in Table 7 , parents were asked to write anything they wanted about various aspects of the program. Parent responses for Parts IV and V have been detached from the body of the questionnaires and sent to the project administrators so that they can read each parent's comments in their own words.

TABLE 7

PARENT EVALUATION

April, 1975

RESPONSES OF 267 PARENTS REPRESENTING
283 PROJECT CHILDREN

PART I. Please circle the number which best expresses your feelings.

	Percent				
	Very Much	Much	Some	Not Much	Not At All
1. The home visitor is interested in me.	72	20	7	0	1
2. I talk over problems with her.	37	29	30	4	1
3. I have learned about teaching my child from the home visitor.	51	34	14	0	0
4. The home visitor spends time teaching me.	36	29	29	4	3
5. I look forward to the home visits.	71	24	4	0	1
6. The books and materials are helpful to me.	63	27	10	1	0
7. My child has learned from the home visitor.	80	18	2	0	0
8. My child looks forward to the home visits.	94	5	1	0	0
9. The home visitor is on time for appointments.	75	23	2	0	0
10. We are satisfied with the home visitor.	92	7	1	0	0
11. Would you recommend the ECE Program to other parents?	91	7	2	0	0
12. Do you talk about the program with your friends?	47	32	20	1	0
13. Do you like the idea of parents being part of the program?	71	24	4	1	0
14. Would you like to continue the home visitor program even after your child has started kindergarten or first grade?	32	19	20	11	18
15. Is the Parent's Guide helpful to you?	55	32	11	1	0

TABLE 7 (Continued)

	Percent				
	Very Much	Much	Some	Not Much	Not At All
16. Do you read and use the Parent's Guide?	45	34	19	2	0
17. Are you satisfied with the van portion of the program?	74	20	6	1	0
18. Are you satisfied with the van teacher?	78	18	3	1	0
19. Is the van good for your child?	84	12	3	0	0
20. Is the TV Program helpful to you?	48	25	20	4	2
21. Is the TV program good for your child?	65	20	13	1	0
22. Would you like to send your child to the van every day?	29	21	27	13	10
23. Does the child's father like the ECE Program?	50	33	14	2	1
24. Does the father help with the learning activities?	18	15	41	16	9
25. Are the parent meetings helpful?	27	36	31	2	3
26. Are you informed in advance about changes in the program schedule?	69	23	6	1	0
27. Are you told in advance about parent meetings?	74	20	3	1	1
28. Do you think the ECE Program should be continued?	90	8	1	1	0

PART II. How did you or your child change as a result of the whole ECE Program? Please rate the amount of change by circling a number from 0 - 5 for each question.

	Percent					
	No Change	Very Small Change	Small Change	Noticeable Change	Much Change	Very Much Change
29. The amount of time I spend with my child.	4	4	16	28	34	13
30. The amount of time I spend making things with my child.	2	2	14	34	32	15
31. The amount of time I spend reading to my child.	5	6	13	25	28	23

TABLE 7 (Continued)

	Percent					
	No Change	Very Small Change	Small Change	Noticeable Change	Much Change	Very Much Change
32. How much I know about my child.	2	6	14	25	26	27
33. How much I know about teaching children.	1	4	11	35	34	16
34. How much I know about making toys and games.	1	4	10	33	34	17
35. How I feel about myself.	8	7	19	28	24	13
36. How I feel about my child.	11	3	14	17	23	31
37. How my child feels about me.	10	4	16	20	24	25
38. How my child feels about himself.	6	4	10	19	30	31
39. How well my child gets along with other children.	3	4	12	24	29	29
40. How interested my child is in learning.	1	2	2	19	36	40
41. How much my child know about numbers, colors, and shapes.	1	0	3	21	34	41
42. The amount of time my child spends reading or listening to stories.	4	3	6	22	33	32

PART III. Please rate your opinions of the following by circling a number from 0 to 9. Use 0 to indicate an extremely negative feeling, 9 to indicate an extremely positive feeling, and numbers between 1 and 8 to indicate less extreme feelings.

	Mean *
43. The home visitor?	8.7
44. The van teacher?	8.4
45. The project administrator?	7.8
46. The Parent Guide?	7.9
47. The TV Program?	7.8
48. The learning activities?	8.3

* Scale of 0-9

TABLE 7 (Continued)

	Mean *
49. The materials brought by home visitor?	8.5
50. The effect of the home visits on you?	8.3
51. The effect of the home visits on your child?	8.7
52. The effect of the van on your child?	8.5
53. The parent meetings?	7.2
54. The whole ECE program?	8.5

* Scale of 0-9

PART IV. Please fill in the blanks.

	Most Frequent Responses
55. How many parents meetings have you attended?	None (42%)
56. How often do you think parent meetings should be held?	Once a month (45%)
57. What do you like best about the parent meetings?	Getting to know other parents (41%)
58. How could the parent meetings be made better?	Better attendance (43%)
59. What do you like best about the Parent's Guide?	Learning Activities (28%)
60. How could the Parent's Guide be made better?	No Way (66%)

In Table 8, the parents' mean responses on Part III for 1974 and 1975 have been compared. As indicated in the table, parents were somewhat more positive for most items in 1975 than in 1974.

SUMMARY

Parent Evaluations have been administered to all project parents for three years. For each of the three years, parent responses have been extremely positive. Parents are obviously very well satisfied with the program and they feel very strongly that it has had positive effects for them and for their children. Parents' responses on the 1975 evaluation were somewhat more positive than those of the 1974 evaluation.

TABLE 8

MEAN RESPONSES ON PART III OF THE PARENT EVALUATION FOR 1974 AND 1975

Part III. Please rate your opinions of the following by circling a number from 0 to 9. Use 0 to indicate an extremely negative feeling, 9 to indicate an extremely positive feeling, and numbers between 1 and 8 to indicate less extreme feelings.

	Mean 1974	Mean 1975
43. The home visitor	8.8	8.7
44. The van teacher	8.2	8.4
45. The project administrators	8.0	7.8
46. The Parent Guide	7.9	7.9
47. The TV program	7.4	7.8
48. The learning activities	8.1	8.3
49. The materials brought by the home visitor	8.4	8.5
50. The effect of the home visits on you.	8.2	8.3
51. The effect of the home visits on your child.	8.7	8.7
52. The effect of the van on your child.	8.3	8.5
53. The parent meetings	6.8	7.2
54. The whole ECE program	8.2	8.5

CHAPTER FOUR

MEASURES OF PROGRAM EFFECTS ON CHILDREN'S COGNITIVE DEVELOPMENT

I. METROPOLITAN READINESS TEST

The Metropolitan Readiness Test was administered to all first grade children in the four CPEC counties in September, 1972, 1973, and 1974. In these three years, the test was administered to approximately 3,900 children in 52 schools. As a service to the local schools, Metropolitan tests for all first grade students were scored by CPEC (or BERS) staff and scores for all pupils were reported to the schools.

First grade teachers were asked to administer the tests in their classrooms and to indicate for each child the preschool program, if any, in which the child had been enrolled prior to first grade entry. The preschool information was reviewed by CPEC-ECE staff members and was validated through enrollment records of Kindergarten, Headstart, Homestart and ECE programs.

Preschool Programs

The preschool programs which first grade children had attended prior to entry into first grade are defined below:

> Public Kindergarten: This is a traditional kindergarten program supported by the state and local funds. The program operates five days per week for approximately six hours per day. Students attended the program for one school year prior to first grade entry.
>
> Headstart: The Headstart program is comparable to a traditional kindergarten program. It operates five days per week for approximately seven hours per day. Students attended the program for one school year prior to first grade entry.
>
> Homestart: The Homestart program is a home intervention program very similar to the ECE program. Students attend a mobile

classroom for two hours per week and in addition home visitors spend two hours per week in the homes of their students. The program operates eleven months a year. The average length of program participation prior to first grade entry was 1.4 years.

ECE: This program has been previously described in full. In summary, the program consists of a two hour mobile classroom session and a one hour home visit each week. The program operates for about nine months each year. Students had attended the program for nearly two years prior to entry into first grade.

ECE plus Other: Some children had attended the ECE program as four year olds and then left this program to enroll in a different preschool program as five year olds. In most cases, children left the ECE program to attend public kindergarten. The average length of participation for this group was 2.5 years.

For purposes of the evaluation, samples of the total population of first grade students were randomly selected by preschool program for inclusion in the study.

1974 Data

The Metropolitan test data for 1974 are reported in the following tables. In Table 9, mean scores for the total test have been reported by preschool program. As indicated in this table, students who had previously attended public kindergarten had the highest mean score (62.27) followed by children who had attended the ECE program for one year and public kindergarten for one year (61.22) and by students who had attended just the ECE program (58.16). An analysis of variance was conducted for these data and the results indicated that there was a significant difference among the groups. A Duncan's Multiple Range Test was then conducted to locate the source of this difference. In Table 10, the results of the Duncan's test have been reported. As indicated in this table, there was a significant difference between all preschool groups (except Homestart) and the "no preschool" group. The differences among the public kindergarten, ECE and other, ECE, and Headstart groups were not statistically significant.

TABLE 9

MEAN TOTAL SCORES ON METROPOLITAN BY PRESCHOOL PROGRAM

Preschool Program	Mean Total Score	N
Public Kindergarten	62.27	51
ECE + Other	61.22	54
ECE	58.16	37
Headstart	47.00	45
Homestart	40.94	16
None	37.58	52

TABLE 10

DUNCAN'S MULTIPLE RANGE TEST FOR LOCATION OF SIGNIFICANT DIFFERENCES AMONG PROGRAM GROUPS ON METROPOLITAN TEST

	Public K	ECE + Other	ECE	Head-Start	Home-Start
ECE + Other	N.S.	---	---	---	---
ECE	N.S.	N.S.	---	---	---
Headstart	N.S.	N.S.	N.S.	---	---
Homestart	N.S.	N.S.	N.S.	---	---
None	*	*	*	*	N.S.

N.S. = Not Significant
* = Significant at .05 level

In an effort to isolate factors which might effect Metropolitan test scores, the means were analyzed by number of years of preschool experience and by socioeconomic status.

In Table 11, means have been reported by number of years of preschool experience (disregarding the type of program). As indicated in this table, children who had three years of preschool had the highest mean score (63.19) followed in order by children with two years (56.34), one year (53.93), and no preschool (38.41). In Table 12, both the number of years of preschool and the type of preschool program were accounted for. Students who had two years of ECE experience had the highest mean score (66.58) followed by children with two years of ECE + one year of kindergarten (66.08). It should be noted that the number of students represented in some of the groups of Table 12 is quite small.

Table 13 represents the mean scores on the Metropolitan by socioeconomic status. The socioeconomic status of each sample child's family was estimated by teachers or by preschool program supervisors. Each child was assigned a rating according to the following criteria:

1 = Highest group. College educated, employed as professional or business executive. Family owns home. Income = $15,000 +

2 = High middle group. Some post-secondary education. Employed as white collar or semi-professional. Owns home, income $10,000 - $15,000.

3 = Low middle group. High school graduate. Employed steadily as skilled or semi-skilled laborer. Adequate housing, not on welfare. Income $6,000 - $9,000.

4 = Lowest group. Undereducated. Housing inferior. Unsteady employment as nonskilled worker. Probably on welfare. Family qualifies for poverty program (Homestart). Income $0 - $5,000.

As indicated in Table 13, mean scores on the Metropolitan were directly related to socioeconomic rating. These data support the body of research

TABLE 11

MEAN TOTAL SCORES ON METROPOLITAN BY NUMBER OF YEARS OF PRESCHOOL EXPERIENCE

Number of Years of Preschool	Mean Total Score	N
None	38.41	53
One	53.93	119
Two	56.34	47
Three	63.19	37

TABLE 12

MEAN TOTAL METROPOLITAN SCORES BY NUMBER OF YEARS AND TYPE OF PRESCHOOL PROGRAM

Preschool Experience 1 Year	Mean Total Score	N
1 yr. Public Kindergarten	62.27	51
1 yr. ECE	52.36	14
1 yr. Headstart	47.00	45
Preschool Experience 2 Years		
2 yrs. ECE	66.58	12
1 Yr. ECE + 1 yr. Kindergarten	56.71	28
1 yr. ECE + 1 yr. Homestart	37.29	7
Preschool Experience 3 Years		
2 yrs ECE + 1 yr. Kindergarten	66.08	26
3 yrs. ECE	56.36	11

TABLE 13

MEAN TOTAL SCORES ON METROPOLITAN BY SOCIOECONOMIC STATUS

Socioeconomic Status *	Mean Total Score	N
1 (highest)	62.51	49
2	59.64	53
3	49.87	79
4 (lowest	44.16	74

* Ranked from highest SES level to lowest (1 = highest rating, 4 = lowest rating.)

which indicates that socioeconomic status is a critical (or, the single most critical) determinant of achievement test score preformance.

In Table 14, the mean socioeconomic status of sample children's families has been reported by preschool group. As indicated in this table, the ECE and ECE + other groups were the highest rated groups followed by public kindergarten and the "none" group. The two programs which have economic guidelines and are available only for low income children, Headstart and Homestart, were the lowest rated groups.

In Table 15, adjusted Metropolitan means are reported by preschool group. In this table, means have been altered to account for socioeconomic variability (Analysis of Covariance) and the resultant adjusted means are somewhat lower for high socioeconomic groups and somewhat higher for low socioeconomic groups. While the rank order of the program means has not been changed, the magnitude of the differences between program means has been altered. The difference between public kindergarten and the ECE groups is greater for adjusted mean than for unadjusted means, the difference between Headstart and Homestart is less for adjusted means, and the difference between Homestart and "none" is greater for adjusted means.

Three Year Summary

Metropolitan Readiness Tests were administered by the ECE program to all first grade students in the four county area in 1972, 1973, and 1974. Approximately 3,900 students' were tested and their scores were reported to the local schools as a public service of the ECE program. Metropolitan test data for the three year period indicated that:

1. Children who had attended an all-day kindergarten program for one year had higher mean scores than children who had attended the ECE program. Differences between kindergarten and ECE children were, however, not statistically significant in any of the three years.

TABLE 14

MEAN SOCIOECONOMIC STATUS OF FAMILIES OF CHILDREN WHO TOOK METROPOLITAN BY PRESCHOOL PROGRAM

Preschool Program	Mean SES *	N
ECE	2.13	37
ECE & Other	2.18	54
Public Kindergarten	2.61	52
None	2.98	52
Headstart	3.11	47
Homestart	3.94	16

* Ranked from highest SES level to lowest (1 = highest rating, 4 = lowest rating).

TABLE 15

MEAN TOTAL SCORES ON METROPOLITAN ADJUSTED FOR SOCIOECONOMIC STATUS BY PRESCHOOL PROGRAM

Preschool Program	Adjusted Mean	N
Public Kindergarten	61.92	51
ECE + Other	58.74	54
ECE	55.43	37
Headstart	48.97	45
Homestart	46.89	16
None	38.92	52

2. Children who attended the ECE program had higher mean scores than children who had not attended any preschool program. For each of the three years, these differences were statistically significant.

3. In 1974 (the only year data were analyzed this way), the highest mean scores were obtained by children who had attended the ECE program for two years (mean = 66.58 N = 12) and by those who had attended the ECE program for two years and kindergarten for one year (mean = 66.08 N = 26).

4. Mean percentile scores for ECE children for the three years ranged from 57 to 59 while mean percentile scores for children who had not attended a preschool program ranged from 20 to 44.

II. PEABODY PICTURE VOCABULARY TEST

The PPVT has been administered to project children over a four year period and to three groups of control children. Tests were administered to all children as they entered the program and again at the end of each project year. Children who participated in the program for one year and control group children were tested twice, children who participated in the project two years were tested three times and children who were in the program three years were tested four times. Forms A and B were alternated for each administration. Peabody tests were administered in all cases by home visitors who have been specially trained to administer the tests. The same home visitor administered both pretests and posttests to the same children.

The PPVT data for 1975 are summarized in Tables 16 and 17. Table 16 represents the mean scores for control and ECE children who took the pretest in September, 1974 and the posttest in May, 1975. As indicated in this table, there was not a significant difference between the control and ECE groups for the pretest (Prob. = .40) but on the posttest, the ECE group scored significantly higher than the control group (Prob. = .000).

In Table 17, pretest - posttest scores have been compared for control children, ECE children who were in the program one year and ECE children who were in the program two years. As indicated in this table, the control children had a pretest - posttest gain of 6.11 points while the one year children had a gain of 16.97 and the two year children had a gain of 25.18. While the pretest scores for the three groups were approximately the same (91 to 94), the posttest scores were quite different (97 to 117).

In Table 18, the PPVT data for the three year period (1973-1975) have been summarized. The data in this table indicate that the test results each year were virtually the same. That is, in each of the three years, the children who had been in the program the longest had the highest posttest scores and the greatest amount of pretest - posttest gain while the control group children had the lowest posttest and the least gain. In each of the three years, the control children gained about 6 points, the one year children gained about 12 points, and the two year children gained about 16 points. For the two years in which there were three year children, those children gained 23 and 26 points.

TABLE 16

PEABODY PICTURE VOCABULARY TEST; PRETEST - POSTTEST COMPARISONS FOR CONTROL CHILDREN AND ECE CHILDREN WHO WERE IN THE PROGRAM ONE YEAR

	Mean Control N=37	Mean ECE N=177	d	t	Prob.
Pretest	90.85	94.14	3.29	.85	.40
Posttest	96.96	111.11	14.15	4.92	.000

TABLE 17

PEABODY PICTURE VOCABULARY TEST; PRETEST - POSTTEST COMPARISONS FOR CONTROL CHILDREN, ECE CHILDREN WHO WERE IN THE PROGRAM ONE YEAR AND ECE CHILDREN WHO WERE IN THE PROGRAM TWO YEARS

Group	N	Pretest	Posttest*	d	t	Prob.
Control	27	90.85	96.96	6.11	2.36	.026
One Year ECE	177	94.14	111.11	16.97	8.92	.000
Two Years ECE	78	91.90	117.08	25.18	7.10	.000

* = differences in posttest scores for control, one year, and two year children are significant at the .01 level.

TABLE 18

SUMMARY DATA FOR PPVT; 1973, 1974, AND 1975

1973

Years In Program	N	Mean Pretest	Mean Posttest	Gain
Two Years	98	99.8	114.3	14.5
One Year	217	100.0	110.0	10.0
Control	17	100.9	106.2	5.3

1974

Years In Program	N	Mean Pretest	Mean Posttest	Gain
Three Years	15	98.7	121.7	23.0
Two Years	93	102.8	119.5	16.7
One Year	203	95.4	107.9	12.5
Control	47	90.3	95.9	5.6

1975

Years In Program	N	Mean Pretest	Mean Posttest	Gain
Three Years	11	96.2	122.4	26.2
Two Years	78	98.2	117.1	18.9
One Year	177	98.6	111.1	12.5
Control	27	90.9	97.0	6.1

CHAPTER FIVE

SOCIAL BEHAVIOR RATING SCALES

In an effort to measure changes in children's social behavior during their participation in the ECE Program, three instruments were developed; the Parent Social Behavior Rating Scale, the Home Visitor Social Behavior Rating Scale, and the Van Teacher Social Behavior Rating Scale. As new children entered the program in September, 1973, parents, home visitors, and van teachers were asked to complete a rating scale for their children. All children who were still in the program in May, 1974 were evaluated again. In September, 1974, all children who were entering the program for the first time were evaluated while returning children were not. In May, 1975, all children who were still in the program were evaluated. For each of the three rating scales, children were excluded from the following analyses if either their pretest or posttest data were missing.

I. PARENT BEHAVIOR RATING SCALE

Pretest and posttest ratings were received from 227 parents of ECE children. In Table 19, the items from the rating scale have been reproduced and pretest and posttest mean scores have been reported. There were 19 items on which parents rated their children more positively on the posttest than they had on the pretest and two items on which they rated them the same on both tests. For 16 of the items, the differences between the paretest ratings and the posttest ratings were significant at the .01 level. The items on which parents reported the most change from pretest to post-test were those which related to self-confidence or self-assurance. Such items as "talks about his feelings" (+.6); "has his own opinions" (+.4); "has confidence in himself" (+.4); and "tries to make friends with children he meets" (+.4) were the items which reflected the greatest gains.

TABLE 19

PARENT SOCIAL BEHAVIOR RATINGS; PRETEST - POSTTEST
COMPARISONS FOR ALL CHILDREN

Items Part I.	Pretest N=227	Posttest N-227	d
1. Likes people	4.4	4.6	+.2*
2. Likes to play with other children	4.5	4.8	+.3*
3. Tries to make friends with children he meets	3.9	4.3	+.4*
4. Likes to have people come to visit	4.6	4.7	+.1*
5. Talks with children he doesn't know	3.6	3.9	+.3*
6. Talks with adults that he doesn't know	3.2	3.5	+.3*
7. Likes to be alone	2.1	2.0	-.1*
8. Likes to be with people	4.3	4.4	+.1
9. Is shy	2.6	2.4	-.2*
10. Is comfortable in new situations	3.1	3.4	+.3*
11. Cries	2.4	2.3	-.1
12. Acts young for his age	2.1	1.8	-.3*
13. Is interested in many things	4.3	4.6	+.3*
14. Has confidence in himself	3.7	4.1	+.4*
15. Gets angry	3.2	3.2	0
16. Seems happy	4.4	4.6	+.2*
17. Is fearful	2.6	2.6	0
18. Has his own opinions	3.8	4.2	+.4*
19. Talks about his feelings	3.0	3.6	+.6*
20. Is proud of himself	4.1	4.3	+.2*
21. Feels good about himself	4.1	4.4	+.3*

* = Significant at .01 level
NOTE: Rating scale ranges from 1 to 5.

In Table 20, the pretest - posttest scores for children who were in the program for one year have been compared with the scores of children who were in the program for two years. As indicated in this table, the children who were in the program for two years showed greater pretest - posttest gain scores than did children who were in the program for one year. There were 14 items on which two year children had greater positive change scores than did one year children and there were only 4 items on which one year children had greater positive change scores. Two year children had more positive posttest scores than one year children on 15 items.

II. HOME VISITOR SOCIAL BEHAVIOR RATING SCALE

Both pretest and posttest ratings were obtained from home visitors for 244 children. In Table 21, the items from the scale have been reproduced and mean scores for pretests and posttests have been recorded. As indicated in this table, the posttest ratings were more positive than the pretest ratings on 25 of the 26 items. There were 21 items on which the differences between pretest and posttest ratings were significant at the .01 level. In Part I, the items which reflected the most positive changes were those which related to the child's sociability (e.g., talking to home visitor, looking home visitor in the eye, trying new things, and responding to questions). In Part II, the items which reflected the most positive changes were the pairs friendly-unfriendly, talkative-silent, and interested-disinterested.

In Table 22, pretest - posttest differences scores have been compared for children who were in the program for two years and those who were in the program for one year. As indicated in this table, the two year children had higher positive gain scores than the one year children on 22 of

TABLE 20

PARENT SOCIAL BEHAVIOR RATINGS; PRETEST - POSTTEST COMPARISONS FOR CHILDREN IN THE PROGRAM ONE YEAR AND THOSE IN THE PROGRAM TWO YEARS

	One Year N=157			Two Years N= 70		
Item	Pretest	Posttest	d	Pretest	Posttest	d
1	4.4	4.6	+.2	4.3	4.7	+.4
2	4.5	4.8	+.3	4.4	4.9	+.5
3	3.9	4.3	+.4	3.9	4.3	+.4
4	4.6	4.7	+.1	4.6	4.9	+.3
5	3.7	3.9	+.2	3.3	3.9	+.6
6	3.2	3.5	+.3	3.1	3.4	+.3
7	2.1	2.1	0	2.1	2.0	+.1
8	4.3	4.3	0	4.3	4.6	+.3
9	2.7	2.4	-.3	2.5	2.4	-.1
10	3.2	3.4	+.2	3.0	3.5	+.5
11	2.5	2.3	-.2	2.4	2.4	0
12	2.1	1.8	-.3	2.2	1.8	-.4
13	4.3	4.5	+.2	4.4	4.6	+.2
14	3.7	4.0	+.3	3.7	4.2	+.5
15	3.1	3.2	+.1	3.3	3.0	-.3
16	4.3	4.5	+.2	4.5	4.5	0
17	2.6	2.5	-.1	2.6	2.7	+.1
18	3.7	4.1	+.4	3.8	4.3	+.5
19	3.0	3.5	+.5	2.9	3.8	+.9
20	4.1	4.3	+.2	4.1	4.5	+.4
21	4.1	4.3	+.2	4.1	4.5	+.4

TABLE 21

HOME VISITOR SOCIAL BEHAVIOR RATING SCALE:
MEAN PRETEST RESPONSES AND MEAN
POSTTEST RESPONSES

Questions, Part I	Mean Pretest N=244	Mean Posttest N=244	d
1. Child clings to mother	2.0	1.6	-.4*
2. Child is pleased to see you	4.4	4.7	+.3*
3. Child talks to you	3.9	4.5	+.6*
4. Child looks you in the eye	3.8	4.3	+.5*
5. Child is interested in activities	4.2	4.6	+.4*
6. Child stays in room with you	4.4	4.7	+.3*
7. Child attends to learning activities	4.1	4.5	+.4*
8. Child is eager to try new things	4.1	4.6	+.5*
9. Child responds to your questions	3.9	4.4	+.5*
10. Child is glad when you leave	1.5	1.3	-.2*

* Significant at .01 level or better.

NOTE: Rating Scale for Part I is a 5 point scale ranging from 1 (Not at all) to 5 (very much).

TABLE 21 (Continued)

Questions, Part II	Mean Pretest	Mean Posttest	d
1. Shy-Outgoing	5.4	5.9	+.5*
2. Quiet-Noisy	4.6	4.7	+.1
3. Agressive-Passive	4.3	4.3	0
4. Happy-Sad	2.7	2.0	-.5*
5. Fearful-Bold	5.6	5.8	+.2
6. Friendly-Unfriendly	2.8	1.8	-1.0*
7. Confident-Insecure	3.7	3.2	-.5*
8. Active-Inactive	3.1	2.5	-.6*
9. Independent-Dependent	4.0	3.3	-.7*
10. Comfortable-Uncomfortable	3.1	2.5	-.6*
11. Attentive-Distractable	3.4	2.7	-.7*
12. Talkative-Silent	3.8	2.8	-1.0*
13. Interested-Disinterested	2.8	1.9	-.9*
14. Mature-Immature	4.2	3.5	-.7*
15. Fun-loving-Serious	3.7	3.5	-.2
16. Nervous-Calm	5.8	6.0	+.2

* Significant at .01 level or better

NOTE: Part II is a semantic differential on which the rating scale ranges from 1 to 9.

TABLE 22

HV SOCIAL BEHAVIOR RATINGS; PRETEST - POSTTEST DIFFERENCE SCORES FOR ONE YEAR CHILDREN AND TWO YEAR CHILDREN

Item	Pretest - Posttest Difference Scores	
	One Year N=171	Two Year N=73
1. Child clings to mother	-.2	-.6*
2. Child is pleased to see you	+.3*	+.6*
3. Child talks to you	+.4*	+.6*
4. Child looks you in the eye	+.3*	+.7*
5. Child is interested in activities	+.4*	+.5*
6. Child stays in room with you	+.2*	+.5*
7. Child attends to learning activities	+.3*	+.4*
8. Child is eager to try new things	+.5*	+.5*
9. Child responds to your questions	+.4*	+.9*
10. Child is glad when you leave	0	-.5*

* = Significant at .01 level
NOTE: Rating scale for Part I is a 5 point scale ranging from 1 to 5.

TABLE 22 (Continued)

Item	Pretest - Posttest Difference Scores: One Year N=171	Two Year N=73
1. Shy-Outgoing	+.4	+.6
2. Quiet-Noisey	+.1	0
3. Aggressive-Passive	+.4	-1.1*
4. Happy-Sad	-.2*	-1.2*
5. Fearful-Bold	+.3	+.1
6. Friendly-Unfriendly	-.7*	-1.8*
7. Confident-Insecure	-.2	-1.3*
8. Active-Inactive	-.4*	-.9*
9. Independent-Dependent	-.3*	-1.5*
10. Comfortable-Uncomfortable	-.4*	-.9*
11. Attentive-Distractable	-.3	-1.8*
12. Talkative-Silent	-.6*	-1.7*
13. Interested-Disinterested	-.5*	-1.7*
14. Mature-Immature	-.4	-1.6*
15. Fun-loving-Serious	0	-.9*
16. Nervous-Calm	+.3	0

* = Significant at the .01 level or better.
NOTE: Part II is a semantic differential on which the rating scale ranges from 1 to 9.

the 26 items. The two year children had significantly more positive posttest than pretest scores on 22 items while for the one year children pretest - posttest differences were significant for only 14 items (and this is in spite of the fact that the number of one year children is considerably larger than the number of two year children and the power of the test is therefore greater for one year children).

III. VAN TEACHER SOCIAL BEHAVIOR RATING SCALE

There were 151 children for whom both pretest and posttest van teacher ratings were available. In Table 23, the mean ratings have been reported for the pretest and for the posttest. As indicated in this table, the mean ratings were more positive for the posttest than for the pretest on 31 of 33 items. For 29 of these items, the pretest - posttest differences were significant at the .01 level. Items in Part I which reflected the most positive changes were those which related to sociability (e.g., initiating conversations with peers and teacher, talking with peers and teacher and looking peers and teacher in the eye). In Part II, items which reflected the most positive changes were the pairs: alone-with others, comfortable-uncomfortable, happy-sad, and mature-immature.

In Table 24, pretest and posttest scores are reported for children who were in the program for one year and for children who were in the program for two years. As indicated in this table, the two year children had greater positive pretest - posttest changes than one year children on 24 items. When the pretest scores were compared for one year and two year children, there were five items on which there were significant differences between the two groups. When the posttest scores were compared, however,

TABLE 23

VAN TEACHER SOCIAL BEHAVIOR RATINGS; PRETEST - POSTTEST COMPARISONS FOR ALL CHILDREN

Items Part I	Pretest N=151	Posttest N=151	d
1. Is reluctant to leave mother	1.7	1.1	-.6*
2. Cries	1.4	1.1	-.3*
3. Talks with other children	2.8	3.6	+.8*
4. Talks with teacher	2.8	3.5	+.7*
5. Initiates conversation with children	2.7	3.6	+.9*
6. Initiates conversation with teacher	2.6	3.4	+.8*
7. Clings to a particular child	1.6	1.4	-.2*
8. Clings to teacher or aide	1.4	1.0	-.4*
9. Looks other children in the eye	2.9	3.6	+.7*
10. Looks teacher in the eye	2.9	3.6	+.7*
11. Participates actively in group activities	2.9	3.4	+.5*
12. Follows teacher's instructions	2.9	3.3	+.4*
13. Works at tasks independently	3.1	3.5	+.4*
14. Pays attention during group activities	3.0	3.3	+.3*
15. Concentrates on tasks when working alone	3.0	3.5	+.5*
16. Other children pay attention to him	2.4	2.6	+.2

* = difference is significant at .01 level or better
NOTE: Rating scale for Part I ranges from 1 to 5.

TABLE 23(Continued)

Item Part II	Pretest N=151	Posttest N=151	d
1. Shy-Outgoing	4.5	5.0	+.5*
2. Quiet Noisy	4.3	4.7	+.4*
3. Agressive-Passive	5.3	4.9	-.4
4. Happy-Sad	4.1	3.4	-.7*
5. Fearful-Bold	5.1	5.5	+.4
6. Friendly-Unfriendly	3.8	3.4	-.4*
7. Confident-Insecure	4.6	4.0	-.6*
8. Active-Inactive	4.1	3.6	-.5*
9. Independent-Dependent	4.4	3.8	-.6*
10. Comfortable-Uncomfortable	4.4	3.6	-.8*
11. Leader-Follower	5.1	4.6	-.5*
12. Attentive-Distractable	4.6	4.9	+.3*
13. Talkative-Silent	5.0	4.4	-.6*
14. Interested-Disinterested	4.2	3.9	-.3
15. Mature-Immature	5.3	4.6	-.7*
16. Fun-loving-Serious	5.0	5.5	-.6*
17. Alone-With Others	4.7	5.5	+.8*

* = difference is significant at .01 level or better.
NOTE: Part II is a semantic differential on which the rating scale ranges from 1 to 9.

TABLE 24

VAN TEACHER SOCIAL BEHAVIOR RATINGS; PRETEST - POSTTEST COMPARISONS FOR CHILDREN IN THE PROGRAM ONE YEAR AND THOSE IN THE PROGRAM TWO YEARS

Item	One Year N=102			Two Years N=49		
Part I.	Pretest	Posttest	d	Pretest	Posttest	d
1	1.4	1.1	-.3	2.2	1.0	-1.2
2	1.3	1.2	-.1	1.7	1.0	-.7
3	2.8	3.5	+.7	2.8	3.8	+1.0
4	2.8	3.4	+.6	2.8	3.7	+.9
5	2.6	3.5	+.9	2.8	3.8	+1.0
6	2.5	3.3	+.8	2.7	3.5	+.8
7	1.3	1.4	+.1	2.3	1.3	-1.0
8	1.6	1.1	-.5	2.0	1.0	-1.0
9	3.0	3.5	+.5	2.8	3.8	+1.0
10	2.9	3.6	+.7	2.8	3.7	+.9
11	2.9	3.2	+.3	3.0	3.7	+.7
12	2.9	3.1	+.2	3.0	3.6	+.6
13	3.0	3.3	+.3	3.2	3.9	+.7
14	2.9	3.2	+.3	3.1	3.6	+.5
15	2.9	3.3	+.4	3.2	4.0	+.8
16	2.3	2.5	+.2	2.6	2.8	+.2
Part II.						
1	4.6	5.0	+.4	4.3	5.0	+.7
2	4.3	4.8	+.5	4.3	4.6	+.3
3	5.3	4.8	-.5	5.3	5.1	-.4
4	4.1	3.4	-.7	4.1	3.2	-.9

TABLE 24(Continued)

Item	One Year N=102			Two Years N=49		
Part II.	Pretest	Posttest	d	Pretest	Posttest	d
5	5.2	5.6	+.4	4.7	5.2	+.5
6	3.9	3.4	-.5	3.7	3.2	-.5
7	4.5	4.1	-.4	4.9	3.8	-1.1
8	4.1	3.5	-.6	4.2	3.6	-.6
9	4.3	4.0	-.3	4.8	3.4	-1.4
10	4.4	3.7	-.7	4.6	3.3	-1.3
11	4.9	4.6	-.3	5.4	4.6	-.8
12	4.7	5.1	+.4	4.6	4.5	-.1
13	5.2	4.4	-.8	4.8	4.5	-.3
14	4.2	4.0	-.2	4.1	3.7	-.4
15	5.2	4.9	-.3	5.4	4.1	-1.3
16	5.1	4.3	-.8	4.7	4.6	-.1
17	4.7	5.6	+.9	4.8	4.3	+.5

NOTE: the scale in Part I ranges from 1-5 and the scale in Part II ranges from 1-9.

there were twelve items on which the differences between the groups were significant. These data are reported in Table 25.

Summary

The three social behavior scales yielded similar results. For all scales, the posttest scores were generally more positive than the pretest scores and for most items these differences were significant at the .01 level. The items which reflected the greatest positive changes were those which related to sociability, i.e., social confidence, outspokenness, friendliness, etc. On many items, the pretest - posttest changes were not only statistically significant, they were also of a large enough magnitude to be of practical importance.

For all three scales, children who had been in the program for two years showed greater pretest - posttest changes and higher posttest scores than children who had only been in the program one year.

The social behavior rating scales seem to be a viable alternative to a paper-pencil test of such personality dimensions as self-concept, social confidence, sociability, self-assurance, etc. It might be that such measures are a valid means of measurement for use with children who are too young for more traditional instruments. Additional work, i.e., validity and relaibility studies, should be done on these instruments and scoring procedures should be standardized.

TABLE 25

VAN TEACHER SOCIAL BEHAVIOR RATINGS; COMPARISONS OF CHILDREN IN THE PROGRAM ONE YEAR AND THOSE IN TWO YEARS ON PRETESTS AND POSTTESTS

Items	Pretest		Posttest	
Part I.	One Year N =102	Two Year N=49	One Year N=102	Two Year N=49
1	1.4	2.2 *	1.1	1.0
2	1.3	1.7	1.2	1.0 *
3	2.8	2.8	3.5	3.8 *
4	2.8	2.8	3.4	3.7
5	2.6	2.8	3.5	3.8 *
6	2.5	2.7	3.3	3.5
7	1.3	2.3 *	1.4	1.3
8	1.6	2.0 *	1.1	1.0
9	3.0	2.8	3.5	3.8 *
10	2.9	2.8	3.6	3.7
11	2.9	3.0	3.2	3.7 *
12	2.9	3.0	3.1	3.6 *
13	3.0	3.2 *	3.3	3.9 *
14	2.9	3.1	3.2	3.6 *
15	2.9	3.2 *	3.3	4.0 *
16	2.3	2.6	2.5	2.8 *
Part II.				
1	4.6	4.3	5.0	5.0
2	4.3	4.3	4.8	4.6

* = difference significant at .05 level

TABLE 25(Continued)

Items Part II.	Pretest One Year N= 102	Pretest Two Year N=49	Posttest One Year N=102	Posttest Two Year N=49
3	5.3	5.3	4.8	5.1
4	4.1	4.1	3.4	3.2
5	5.2	4.7	5.6	5.2
6	3.9	3.7	3.4	3.2
7	4.5	4.9	4.1	3.8
8	4.1	4.2	3.5	3.6
9	4.3	4.8	4.0	3.4 *
10	4.4	4.6	3.7	3.3
11	4.9	5.4	4.6	4.6
12	4.7	4.6	5.1	4.5
13	5.2	4.8	4.4	4.5
14	4.2	4.1	4.0	3.7
15	5.2	5.4	4.9	4.1 *
16	5.1	4.7	4.3	4.6
17	4.7	4.8	5.6	5.3

* = difference significant at .05 level.

CHAPTER SIX

PARENT QUESTIONNAIRE

The Parent Questionnaire was developed specifically for use in the ECE Program. It was designed to measure parents' attitudes and behaviors and to determine the effect of the program, if any, on these attitudes and behaviors. Parent Questionnaires were administered to all ECE parents and to control group parents in September, 1973 and May, 1974. In September, 1974, the questionnaires were administered to all new ECE parents and to control parents. In May, 1975, they were again administered to all ECE and all control parents.

In Table 26, pretest - posttest mean scores are reported by item for all ECE parents who took both a pretest (either in 1973 or 1974) and who also took a posttest in May, 1975. As indicated in this table, these were eight items on which the parents' mean posttest scores were signif-. icantly different from their pretest scores. For seven of these items, the posttest scores were higher than the pretest scores. For one item, "how interested would you be in attending meetings or reading books about how children learn?", the posttest score was lower than the pretest score (it might be assumed that after being involved in the ECE program, the parents had learned as much about how children learn as they cared to for the time being). Parents reported the largest pretest - posttest changes in the area of parents being important teachers (item 1 and item 8), knowing what the school expects (item 14), and spending time visiting school or helping children with school work (items 15 and 16).

In Table 27, the pretest - posttest mean scores of parents who participated in the program for one year have been compared with the mean scores

TABLE 26

PARENT QUESTIONNAIRE; PRETEST - POSTTEST RESPONSES
FOR ALL ECE PARENTS

Item	Pretest N=225	Posttest N=225	d
1. How do you feel about the statement that parents are the most important teachers of young children?	6.3	8.0	+1.7*
2. How well do you rate yourself as a parent?	7.2	7.0	-.2
3. How do you feel about education for preschoolers?	8.2	8.5	+.3
4. How interested would you be in attending meetings or reading books about how children learn?	7.9	7.4	-.5*
5. How would you describe your relationship with your child?	8.3	8.5	+.2
6. How would you describe your child's intellectual development as compared with other children his age?	7.4	7.2	-.2
7. How would you rate yourself as a teacher of preschool children?	5.9	6.0	+.1
8. How important is education in the home?	7.9	8.6	+.7*
9. How much do you know about how children learn?	6.8	6.8	0
10. How involved should parents be in the education of their children?	8.2	8.6	+.4*
11. How much time do you spend teaching your child number, colors, words, ideas, etc.?	7.0	7.0	0
12. How much time do you spend making things with your child or playing games with him?	6.3	6.7	+.4*
13. How many times each week do you read a story to your child?	6.2	6.4	+.2

TABLE 26 (continued)

Item	Pretest N=225	Posttest N=225	d
14. Do you know what things the school expects your child to know before he goes to kindergarten or first grade?	5.2	6.2	+1.0*
15. When your child is in kindergarten or first grade, how many times in a year will you go to the school and talk with his teacher?	5.7	6.2	+.5*
16. How many hours each week would you spend to help your child do better in school?	7.1	7.6	+.5*

* = Significant at the .05 level or better.

NOTE: rating scale ranges from 0 to 9.

of 23 control parents who took both the pretest and the posttest. For most items, the amount of change between pretest and posttest means was about the same for control and ECE parents. There were eight items on which ECE parents showed a slightly more positive change than did control parents, five items on which control parents showed a somewhat more positive change than did ECE parents, and three items on which control and ECE parents had the same degree of change. For all items combined the ECE parents had a change factor of +25 as compared with a factor of +16 for the control parents.

In Table 28, the posttest scores have been reported for three groups of parents, control parents, parents who were in the program one year, and parents who were in the program two years. As indicated in this table, the two year parents scored highest on 13 of the 16 items and they scored substantially higher than the other two groups on several of these items. The control parents scored lowest on twelve of the items and on several items they scored considerably lower than the other two groups. For all items combined, the control parents had a mean of 6.7, the one year parents had a mean of 7.1, and the two year parents had a mean of 7.6.

Summary

The Parent Questionnaire data indicated that ECE parents reported more positive attitudes toward education and more involvement in the education of their children on the posttest than they had on the pretest. There were significant differences in the pretest - posttest scores on half of the items. When parents who had been in the program for one year were compared with control group parents, they showed only slightly more positive changes than control parents. When posttest scores were compared for control, one year, and two year parents, the two year parents had the highest overall mean (7.5) followed by one year parents (7.1) and control parents (6.7).

TABLE 27

PARENT QUESTIONNAIRE; PRETEST - POSTTEST COMPARISONS FOR CONTROL PARENTS AND FOR ECE PARENTS WHO WERE IN THE PROGRAM ONE YEAR

Items	Control Parents N=23			ECE Parents N=143		
	Pretest	Posttest	d	Pretest	Posttest	d
1	7.8	7.7	-.1	7.7	8.0	+.3
2	7.0	6.7	-.3	6.9	6.8	-.1
3	7.3	7.5	+.2	8.4	8.5	+.1
4	6.9	6.5	-.4	7.7	7.3	-.4
5	8.5	8.3	-.2	8.6	8.4	-.2
6	6.6	7.1	+.5	6.9	7.1	+.2
7	5.3	5.9	+.6	5.4	5.6	+.2
8	8.3	8.0	-.3	8.6	8.6	0
9	6.4	6.3	-.1	6.1	6.6	+.5
10	8.5	8.3	-.2	8.8	8.7	-.1
11	5.7	6.1	+.4	6.4	6.8	+.4
12	5.3	5.6	+.3	6.1	6.5	+.4
13	4.4	4.1	-.3	6.0	6.2	+.2
14	5.6	5.8	+.2	4.8	5.7	+.9
15	5.6	6.2	+.6	5.9	5.9	0
16	7.0	7.7	+.7	7.3	7.4	+.1
			= +16			= +25

TABLE 28

PARENT QUESTIONNAIRE; POSTTEST COMPARISONS OF CONTROL GROUP, PARENTS, ECE PARENTS IN THE PROGRAM ONE YEAR AND ECE PARENTS IN THE PROGRAM TWO YEARS.

Items	Control Parents N=23	One Year Parents N=143	Two Year Parents N=82
1	7.7	8.0	8.2
2	6.7	6.8	7.2
3	7.5	8.5	8.4
4	6.5	7.3	7.4
5	8.3	8.4	8.5
6	7.1	7.1	7.5
7	5.9	5.6	6.6
8	8.0	8.6	8.5
9	6.3	6.6	7.1
10	8.3	8.7	8.6
11	6.1	6.8	7.2
12	5.6	6.5	7.2
13	4.1	6.2	6.6
14	5.8	5.7	7.0
15	6.2	5.9	6.9
16	7.7	7.4	8.0
	$\bar{x}$ = 6.7	$\bar{x}$ = 7.1	$\bar{x}$ = 7.6

CHAPTER SEVEN

COMMUNICATIONS

I. MODEL IMPLEMENTATION

The communications model, completed during the 1972-73 project year, was followed for this full project year. It is apparent both from evaluator observation and from analysis of available data that 1) the model is appropriate to this type of project and 2) there has been progress toward institutionalization of important project elements such as home intervention and parent training.[1]

Community Councils

Community council activity throughout this operational year was a continuation and expansion of activity established the preceding year. Institutionalization of the program was the on-going major objective of external communications and constituted the central concern of meetings of county and four-county councils. The three-level interlocking system of councils proved to be workable and was maintained for the operational year. The effectiveness of the structure was recognized to the point that ECE staff and evaluators recommended that the concept become a necessary part of similar projects.

Parents and interested laymen assumed more of the council leadership as confidence in themselves developed. Home visitors, teachers, and ECE central staff continued to give direction to council activity but more in the role of resources. The most active councils seemed to identify with

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[1] A copy of the complete model can be found in "Final Evaluation Report-Third Operational Year, July, 1974" pp. 193-201.

pemanently housed units rather than with van stops. Many of these units met more than the scheduled once-per-month and directly involved themselves with activity related to instruction. The councils have continued to function as real units for two-way communications. Concerns which dominated meetings related to "what can be done to keep this program for the children" and "what could be done to maintain the opportunity for children in the area if federal funding stops." Two of the county councils sponsored open house nights. These were programs which included displays of pupil and pupil-parent projects. Personal invitations by parents, to community, county and school officials encouraged attendance at each of the meetings.

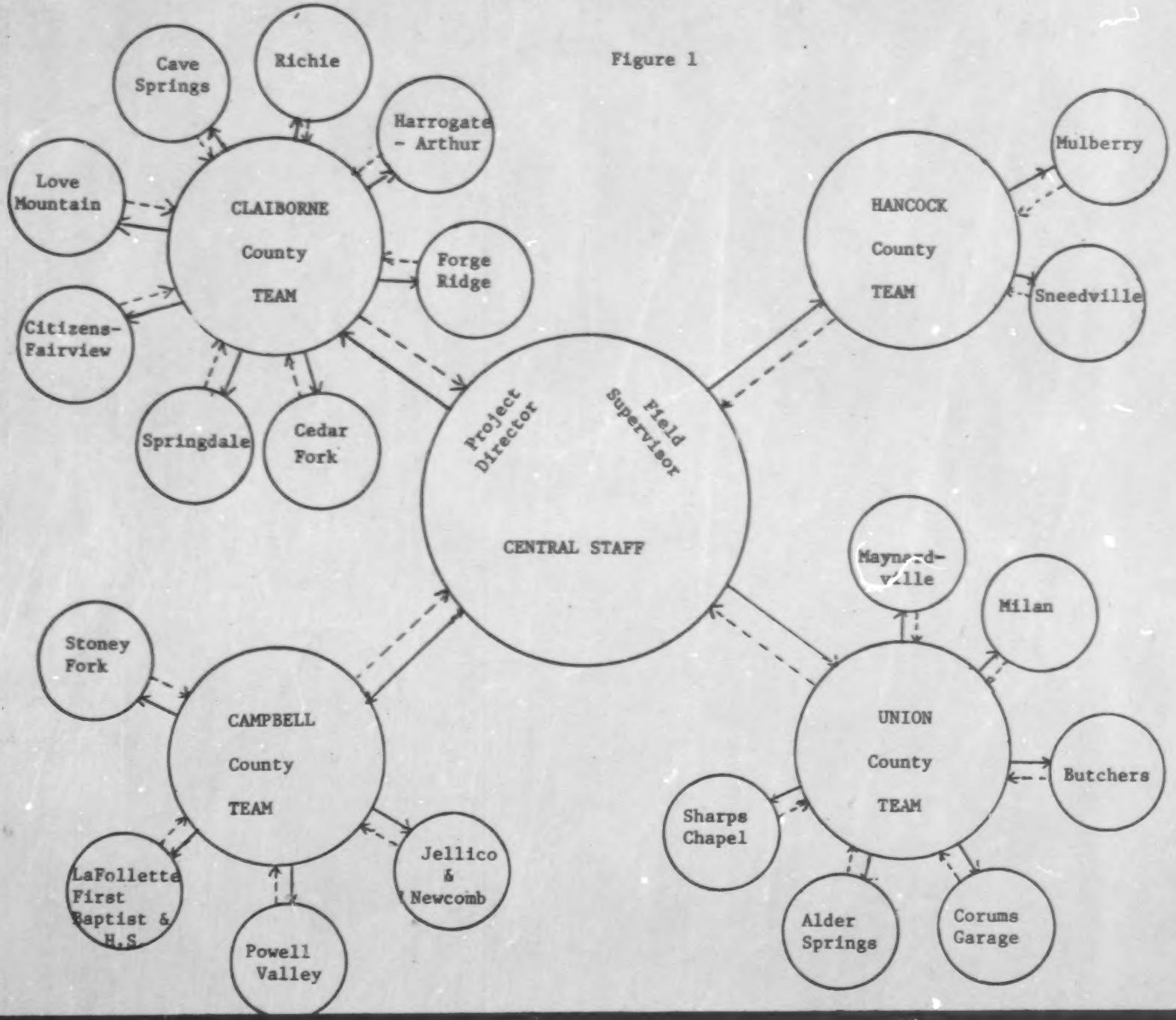
The community council structure as a communications facilitator is presented in Figure 1 p. 64.

The importance of councils to develop understanding and provide feedback for program change is understandable when it is recognized that the people in the project area are primarily word-of-mouth communicators. Program influencing requests which have come out of council action include: a psychomotor development workshop; van stop schedules; workshop on Behavior Modification and needs identification; physical education workshop including physical fitness exercise programs; selection and maintanence of stationary centers to replace van stops; a program of letters of support of the project; program for 4-county council meetings and county open-house meetings; and parent involvement in in-service workshop for Kindergarten teachers.

Internal Communications

The Central Office Staff of the Clinch-Powell Educational Cooperative, Early Childhood Project met regularly throughout the year. These meetings were scheduled once each two weeks and minutes were kept and made available

Figure 1


Cave Springs
Richie
Harrogate - Arthur
Love Mountain
CLAIBORNE County TEAM
Forge Ridge
Citizens-Fairview
Springdale
Cedar Fork
Project Director
Field Supervisor
CENTRAL STAFF
HANCOCK County TEAM
Mulberry
Sneedville
Stoney Fork
CAMPBELL County TEAM
LaFollette First Baptist & H.S.
Powell Valley
Jellico & Newcomb
Maynard-ville
Milan
UNION County TEAM
Butchers
Sharps Chapel
Alder Springs
Corums Garage

CLINCH-POWELL EDUCATIONAL COOPERATIVE

Harrogate, Tennessee 37752

M E M O R A N D U M

TO: Parents, Educators and Local Governmental Officials

FROM: Mrs. Betty Stone, Chairman, Claiborne County Community Council

SUBJECT: Information Meeting

DATE: May 6, 1975

The Claiborne County Community Council would like to invite you to attend our information meeting at Soldier's Memorial School in New Tazewell at 7:30 p.m., on the 20th of May. The purpose of this meeting is to inform you about our home-oriented early childhood education program which is in its fourth year of operation. This program, operated through the Clinch-Powell Educational Cooperative, serves Claiborne, Campbell, Hancock and Union Counties, Tennessee.

In Claiborne County, approximately one hundred and fifty children, ages 3, 4 and 5 and their parents, are being served by this program.

The evening's activities will include:

1. Displays of children's activities
2. Slide of classroom activities and home visits
3. Explanation of program by parents and early childhood staff members
4. Open house on mobile classroom van

The officiai program will begin at 7:30 p.m., however, the displays, slides and classrooms will be open at 6:30 p.m. Refreshments will be served.

We are looking forward to seeing each of you.

sls

each month. These meetings were primarily concerned with two aspects of the operation of the project 1) the discussion and solutions of problems of communication and management of the project, 2) communication between and among the local faculty in relation to the operation of the project. Communication material developed in these central staff meetings became available to the total staff of the operational project at the weekly in-service meetings. The weekly meetings also served as a collection point for feedback from parents, home visitors and teachers and were transmitted through the supervisor back to the central staff meetings. Observation indicates internal communications activity was adequate in spite of the fact that a communicator as such was not maintained during this operational year. However, activities specifically designated as responsibility of the communicator were divided between the supervisor and director. Internal communications was also maintained through publication and distribution of an in-house news letter entitled "Staff Chatter". This publication reported cooperative projects and staff activities every two weeks.

Supervisory and executive conferences and memoranda were used in addition to the above procedures to accomplish a rather thorough program of in-house communication. It is the opinion of the evaluator that the internal communication responsibility identified in the model was carried out.

External Communications

As described in the first paragraphs of this chapter, community councils have become an operational and effective medium for word-of-mouth communications within the project area. Printed materials such as brochures, newspaper articles, and the CPEC Challange were used to supplement council activity in distributing information. The project staff and especially

the home visitors, teachers aides, and teachers extended understanding of the project, its progress and accomplishments as they worked with children and parents in the four-county area. The weekly in-service programs for the staff have kept the field faculty knowledgeable and current with changes in procedures and content.

The CPEC Challange is published monthly and distributed widely. The mailing list for this publication includes educational institutions, agents and agencies throughout the State of Tennessee, the Southeast Region and the United States as a whole. The mailing list for this publication now includes approximately 1800 entries. Featured in this publication is news about each of the Cooperative's projects and programs and the people who work in them and are served by them.

Members of the staff and faculty have been regular contributors to professional meetings throughout this operational year in the State and throughout the Southeastern Region and in other parts of the Nation. Included among these consultations and contributions are the following: Consultants for a preservice workshop for the Ninth District for the Office of Education to provide in-service for people working in early childhood education, this was held at Gainesville, Georgia; a training visit to Redbird, Kentucky for members of the administration and faculty of an early childhood program at that location; training program for the 14 pilot home-based early childhood education programs in the State of Tennessee sponsored by the State Department of Education; participation with project parents in the program for the Tennessee Association of Young Children; attendance at the National Association on Education of Young Children where a program was shared with the Tennessee Appalachian Comprehensive Child Development Project. These are exemplary of participation

by members of the administrative staff and faculty and are only a part of the total contribution in this area.

Staff members during the project year 1974-75 have contributed articles and news stories concerning the program and its progress to ERIC, CRESS, county newspapers in the four-county area, My Weekly Reader, and in two journals dealing with the kindergarten teacher education. Articles recognizing the project have also been published in one city daily newspaper and in the Tennessee State Department of Education publication.

Regular reporting of project progress have included the following: the monthly report to the CPEC board of directors; quarterly reports to Title III USOE; reports by the independent auditors and memoranda from the evaluators.

The Early Childhood Education Program staff, at its headquarters and in the field, has hosted visitations from virtually the entire country and most specifically from the Appalachian Region. Specific requests for program information have come from a wide range of sources including the Connecticut State Department of Education; Idaho State University at Pocatello; Ackerman, Missouri; Long Island State University; Middletown and Lowville, New York; Cincinnati and Lebanon, Ohio; Long Beach, California; Laural, Montana; Lynn, Massachusetts; Savanah, Georgia; Decalab, Illinois; as well as Nashville, Jacksonville, Sevierville, Bristol and other centers within the State of Tennessee. Requests for TV program material have been received from virturally all states in the United States to the extent of 225 mailings outside the state and 250 within the State of Tennessee.

Other Communications and Program Activities

An organized and directed effort has been made throughout this operational year to record project activity at the central office and in

the field on video tape. The most important aspect of this video taping has been involved with the home visits and a number of these have been recorded. This material is being developed and made available to the faculty to help in improving the instructional component of the project and will also be made available as communications material to acquaint people within the project area as well as those outside with the importance of the program and the quality of its operation. As the program is continued with modifications throughout this next project year this material will become increasingly valuable as a training aide for people working in projects of this kind and as a communicator of the "heart of the project" - the instructional component.

Summary

The project year 1974-75 was one in which the communications component of the project became refined and operable to the point that it was effective both in maintaining internal communications and developing external visability for the project. The activities were of such quality that the project was moved toward institutionalization. However, there is some evidence that the institutionalization will be more at the state level than in the four-county service area. The evidence of this fact resides in the maintenance of the 14 State Department of Education operated projects throughout the State of Tennessee. With one or two exceptions these projects have been successful and have provided information which has maintained State Department enthusiam for this type of early childhood home-based education. It is the opinion of this evaluator that the project is operating positively from a communications component standpoint and is accomplishing the objectives for which it was designed. This opinion is varified by the

fact that the project has been refunded as a Desemination Training and Teaching project and has also been able to maintain a part of its operational characteristics through ARC.

CHAPTER EIGHT

MANAGEMENT

The requirements of the management component have been adequately and efficiently met during the operational year 1974-75. Project management has functioned to; maintain and review the project to provide quality instruction; efficiently bring about program implementation; maintain and expand internal and external communication; continue progress toward institutionalization; and develop, improve and maintain harmonious working relationships among staff and faculty.

I. PROGRAM IMPLEMENTATION

The project program was delivered to required number of children throughout the project year. Three-hundred forty-five, three, four, and five year olds were recruited at the beginning of the project year. As of May 1, the enrollment had changed to 300; 79 of which came from Campbell County, 124 from Claiborne County, 29 from Hancock County, and 69 from Union County. These pupils were maintained, with their parents, in the instructional program for the contracted period of time and the cost of this program stayed within the limits of the budget provided. The instructional quality of the program was maintained at a level consistent with the performance objectives set for the instructional component of the project.

During this project year as well as the year of 1973-74, program materials were developed on time and in sufficient quantities to maintain instruction at the required level. Teachers, teacher aides, and home visitors were involved with the central supervisory staff in an in-service

day each week. Much of each in-inservice day's program grew out of problems and situations encountered in the field and was actually planned by those who worked in the field. In addition, this day was used to distribute to and acquaint teaching personnel with the weeks materials, to instruct them in the use of these materials and in the use of equipment required to make the materials useful, to make possible the exchange of ideas, to facilitate record keeping and reporting, and to provide workshop time for the building and refinement of teaching aids to be used in the vans or on home visits.

Record keeping and reporting within the project and with agencies concerned with it was maintained well within the constraints of time and content required. Examination of letters of transmittal and reports revealed that records and reports required by Title III USOE, CPEC, the Independent Auditors and the Project Evaluators were delivered on time and were of quality required to maintain an understanding of project progress and operation. A proposal for continuation of the project, revised to recognize local area needs and problems and to emphasize dissemination and training for home-based early childhood education was submitted in April and revised in May 1975. This extention and redifinition of the project was encouraged by USOE and there is every evidence that the project, as revised, will be approved.

Personnel requirements of the project were met and maintained. Management of the project was clearly adequate in this area and in spite of the fact that there were changes in teaching personnel required and it was necessary to move the CPEC headquarters to a new location on the LMU campus. An accident involving one of the vans required a change in procedures to set up a series of permanent stops instead of van stops and developed

a different set of requirements for personnel in the delivery of the program. The changes indicated above created little or no interruption to program delivery or other instructional activity.

This year's operation of the project gives further evidence that the product, the instructional component as revised in content and delivery process, does provide a new solution to problems identified in the project area. The new solution relates to transportation, facilities, and use of trained teachers. There is additional evidence that packaging and adaptation of Captain Kangeroo as the TV element, by the local staff, has resulted in an improved design. Evidence of the generalizeability of the program, even though it was engineered to fit local needs, is seen in the fact that there are 14 operating programs using the basic design within the State of Tennessee and that other programs in many locations outside the project area have contracted for and are using the lessons, guides, and materials produced by the project. Further evidence of generalizeability of the program, is seen in the redefinition of the continuation project. Included in this new concept is emphasis on training of personnel and the transporting of the program to two qualified sites in states other than Tennessee.

Some additional progress had been made in creating a climate for institutionalization of all or part of the project in the area served. Parents and other community members in two of the four counties (Claiborne, Union) are working harder than ever to maintain the project and to build local support for retaining it as part of the local public school effort in the future. State Department of Education support of the demonstration is continuing especially at the leadership level.

II. PROJECT MANAGEMENT

Throughout the project year strong general management has been evidenced. Planning has been timely and good and has provided decisions, schedules, and resources for the program when and where needed. Administrative leadership has continued to involve the right people and the proper agencies to make possible the needed cooperative effort for facilitating delivery of the product at the right place and on time.

Operating records concerned with personnel, students, instruction, and service have been adequate, kept up to date, and made available to those who needed to use them. Records concerning payroll, van logs, student attendance, home visitor schedules, and similar activities were found to be completed and current.

The system of purchasing consolidated under the supervision of the director which was established during the 1973-74 project year has been extended throughout this year and found to continue to provide the facilitation of financial activity related to both the CPEC and to the project specifically. Purchase requisitions and requests for payment require director approval. Purchase order account numbers are assigned at the time of requisition approval.

The certified public accountant audit made in July 1974 showed the project as well as CPEC accounts to be in good order. An interim audit completed January 31, 1975 revealed that the accounts were in good order and all were open and operable. The end of the year financial audit has been scheduled for July 1975 and there is every evidence that this audit report will show everything to be in proper order financially. Examination showed that the project budget was properly drawn and that the accounting system was monitering the use of funds provided to supply the information

needed for records and reports related to the financial management of the project. Monthly fund balances during this project year as in 1973-74 were reported regularly to the CPEC board of directors and recorded in reports of the monthly board of directors meetings.

Examination of records of the project director, supervisor, and other central office personnel showed that letters of transmittal, notices of receipt, memoranda of action, minutes of meetings and other supporting data were usable and available for inspection. These related to project reporting, project operation, project financing, communication, and project management. Project transactions and activity with USOE Title III, State Department of Education, AEL, and similar agencies and educational institutions, independent auditors and evaluators etc. were well documented. Records of the project itself were also available for easy use by those working in and with it. It was evident that again during this project year good strong management had facilitated the meeting of project requirements at the highest level consistent with constraints imposed by time, finances, and personnel.

III. MANAGEMENT OF COMMUNICATIONS

Chapter Seven of this report relates in detail the adequacy of management in relation to communications. The requirements of the approved communications model have been met throughout the 1974-75 operational year. Community councils were continously operational and functioned to provide two-way communication between the project and the publics in the areas served. The work of the conucils continued to support and to build further support for a climate in the four county area which could move the project toward institutionalization in the public schools. In fact, as pointed out in

Chapter Seven, there is a possibility that institutionalization could come on a state-wide support basis.

The internal communications requirement of the model have been met in spite of the fact that the project communicator functions have been allocated to the project director and the supervisor.

IV. MANAGEMENT OF CHANGE

It is a stated purpose of Title III to encourage innovation in education. The "Guba Clark" change process model was accepted as the theoretic base for assessing the progress of innovation from inception to institutionalization of this demonstration project. After first use during the 1972-73 operational year a revision of a Guba Clark check list was designed to collect information from people importantly associated with the project. During the 1974-75 operational year 13 people completed the check list and provided information which would help in the assessment of progress from innovation through demonstration to institutionalization. The people responding to the check list ranged all the way from the director of the project to members of the executive board of the Clinch-Powell Educational Cooperative to central office and teaching staff. Some generalizations which are derived from data provided through the check list and which indicate progress are:

1. Program data have been generated and refined through use which have provided a basis for invention and change.

2. The project (program and its delivery) does provide a viable solution which has some impact on the problems of delivery of education to high proverty areas with limited funds for early childhood education. It also provides a viable solution for educational problems where there is a

lack of physical facilities and a lack of fully trained teachers. There is additional information that problems related to family (home) lethargy are successfully attacked through the methods and content found in this project.

3. The program as packaged for this project is generalizable even though it was engineered to meet specific needs in the project area. The above is more true because the invention has been changed to meet local needs.

4. Dissemination has been successful to the point that it has created awareness among practicioners and those interested in early childhood education over the Southeastern Area as well as many parts of the United States.

5. Program performance is meeting local goals and objectives set for it and seems to be accepted as a regular (not new) program.

6. Local, area and regional groups have visited and become involved with the project. Local groups have become intimately involved through community councils ... community open houses. The annual evaluation reports have been read and distributed.

7. CPEC assessment of the project has brought continued support of the program as one important to the area being served.

8. Changes have been made in program evaluation procedures and in operational elements of delivery as well as the TV component to accomodate situations in the CPEC.

9. The climate for institutionalization is building through parent and community involvement and enthusiam for the program.

10. Evidence of institutionalization outside the project area is available including the adoptation of the basic elements of the project in

14 models in schools systems over the state and the fact that several out-of-state early childhood agents and agencies have adopted the teacher guides and the TV component. Consensus exists among a large group of those close to and important in the project that demonstration of the program, through feedback and involvement in delivery, has changed during the past four years and that part or all of the program can become institutionalized either as an addition to existing public school offerings or as replacements for them. There also seems to be consensus that the strength of the program identifies with home intervention and parent education.

V. MANAGEMENT OF PERSONNEL

Success of any operation, educational or other, relates to the way people work with each other. People who organizationally are required to work together are in the position to provide important information about their working relationships. Three forms of a management questionnaire were designed to get from those working in the project as management, supervisory, teaching and service personnel their feelings about personnel phases of the project and its management. Questions from the parent evaluation which were relevant to the management and/or communications component were brought together and these data were analyzed to supplement data from the management questionnaires.

Management questionnaire (Form MQA-I) was distributed to and received from eight CPEC board members and project administrators who were closely associated with the management of the project as well as other projects in the Clinch-Powell Educational Cooperative. This sample approximates the total population of those who shared administrative and/or supervisory responsibility for the project and for the operation of the Cooperative.

Table 29 , is a copy of Form MQA-I on which mean scores have been reported for each item. Mean ratings ranged from a low of 0.7 for item 10, to a high of 4.9 for item 1. On the six point scale which ranged from "very true" to "not true" the overall mean for positive questions equalled 4.3. Consistent with this the overall mean for negative questions was found to be 1.3. Compared to responses on the same instrument for the operational year 1973-74, the positive question mean dropped 0.2 from 4.5 to 4.3 and the negative question mean increased 0.5 from 0.8 to 1.3. In spite of this change in response it is evident from the responses to this instrument that the director is a strong administrator and has been doing his job well, he generally has the confidence of those with and for whom he works and has, during this operational year, done those things that needed to be done to make the project succeed.

Form MQA-II of the management questionnaire is made up of 12 items designed to assess the work climate maintained by and for those most closely associated with the management of the project. Table 30 is a copy of Form MQA-II on which mean scores have been reported for each item. The overall means of 4.9 for positive items and 0.9 for negative items was consistent and strong. The means for the 1973-74 operational year for a similar group of people were 4.7 for positive items and 1.0 for negative items. It is evident that the every day personnel management has strengthened during this operational year and is seen to be good by those affected by it and operates to maintain a healthy working relationship which contributes to good production. The working climate is seen to be open and people as well as product oriented.

Management questionnaire (Form MQA-III) was distributed to and received from 19 teachers, teacher aides, home visitors and administrators who make

(Form MQA-I)

Position of Respondent
(Circle One)

	N
1--Exec. Director CPEC	1
2--CPEC Board Member	4
3--ECE Director	1
4--ECE Supervisor	2

TABLE 29

MANAGEMENT QUESTIONNAIRE I; MEAN SCORES FOR CPEC BOARD AND ADMINISTRATORS

MANAGEMENT QUESTIONNAIRE

Very True	Mostly True	Partly True	Partly Untrue	Mostly Untrue	Not True
5	4	3	2	1	0

Please read the following statements and rate your opinion of them. If you feel that a statement is always true write a five (5) in the blank preceding it. For statements you feel to be more true than untrue use the numbers 4 and 3. Statements that are more untrue than true should have the numbers 2 or 1 in the blank. If a statement is felt to be completely untrue use the zero (0). Write the opinion that first comes to mind, do not think about the questions very long. There are no right or wrong answers to any of the questions.

	Mean	
1.	4.9	The director's reports are clear and submitted on time.
2.	4.4	I have confidence in the project because I know the director is competent.
3.	4.2	I understand and support the project because the director keeps me informed.
4.	4.6	I feel free to contact the director if I have a question about the project.
5.	4.1	The director's leadership is respected by those who work in the project.
6.	4.1	The director has worked to gain public confidence in and support for the project.
7.	4.5	The director is personally committed to the purposes of the project.
8.	3.9	The director is in close day-to-day contact with the needs of the project.
9.	1.1	I am aware of instances in which the director has exercised poor judgment.
10.	0.7	The director has not always fulfilled his obligations.
11.	2.0	The director is not always able to devote enough of his attention to the management of the project.

* = N = 8 and includes CPEC Board members, ECE supervisor and Homestart supervisor.

NOTE: Overall mean for positive questions = 4.3
Overall mean for negative questions = 1.3

(Form MQA-II)

Position of Respondent 81

(Circle One)

	N
1--ECE Director	1
2--ECE Supervisor	1
3--Communicator	
4--Director of other CPEC Project	1
5--Secretary	1
6--ECE Central Office other than above	3

TABLE 30

MANAGEMENT QUESTIONNAIRE II; MEAN SCORES FOR ECE CENTRAL OFFICE STAFF AND FOR ECE ADMINISTRATORS

MANAGEMENT QUESTIONNAIRE

Very True	Mostly True	Partly True	Partly Untrue	Mostly Untrue	Not True
5	4	3	2	1	0

Please read the following statements and rate your opinion of them. If you feel that a statement is always true write a five (5) in the blank preceding it. For statements you feel to be more true than untrue use the numbers 4 and 3. Statements that are more untrue than true should have the numbers 2 or 1 in the blank. If a statement is felt to be completely untrue use the zero (0). Write the opinion that first comes to mind, do not think about the questions very long. There are no right or wrong answers to any of the questions.

1. 4.9 The paper work required by the project is important and necessary.
2. 4.6 Supplies are provided when and where they are needed.
3. 0.7 The record keeping required by the project is unnecessarily complicated and time consuming.
4. 2.4 Staff meetings are used primarily for making announcements and assignments.
5. 0.6 I am required to perform too many functions in addition to my primary job.
6. 0.4 Many of the responsibilities which I have been given are not relevant to my primary job.
7. 4.6 The project director is genuinely concerned about staff welfare, salaries and benefits.
8. 5.0 The director and supervisor are willing to help staff members in any way they can.
9. 4.7 I feel free to discuss with the director or the supervisor any problems which I encounter.
10. 0.3 The director and the supervisor are often too busy to talk with staff members.
11. 4.7 I feel the director and the supervisor are sincerely concerned about my best interests.
12. 4.9 The director and the supervisor are welcome guests in my home.

NOTE: Overall mean for positive questions = 4.9
Overall mean for negative questions = 0,9

up the instructional teams working in the project. The instrument was designed to provide insight into the project working climate through the eyes of those who work in the field. The 30 items were grouped for analysis into three groups; staff - administration relations, staff morale and staff - staff relations. Mean high ratings on positive items and low mean ratings on negative items were consistent in showing good personnel management and a healthy working climate.

Table 31 is a copy of Form MQA-III on which item mean scores and item group mean scores have been reported. The staff - staff relations group showed the highest mean score of 4.5, however, staff - administration relations and staff morale items had positive mean scores of 4.1 each. The lowest mean negative scores were for staff morale (0.6) and staff-administrator relations (0.7). It is interesting to note that the highest mean negative score was in the same area (staff - staff relations) as the highest mean positive score. The mean for all 20 positive items was found to be 4.6 on a 5 point scale and the mean for the 10 negative items was found to be 0.7. When compared to the 1973-74 operational year the positive score had increased from 4.4 to 4.6 and the negative had decreased from 0.9 to 0.7.

The findings from this instrument reinforce those from the other two and point to the fact that the personnel management in this project is strong, is people oriented and operates to produce an open healthy working climate. The only reasonable conclusion in relation to overall personnel management is that it is strong and that it is good.

Responses to selected questions from the parent evaluation are relevant to project management and/or project communications. For the most part the

(Form MQA-III)

Position of Respondent
(Circle One)

	N
1--Teacher	3
2--Home Visitor	12
3--Director	1
4--Supervisor	1
5--Teacher Aide	2

TABLE 31

MANAGEMENT QUESTIONNAIRE III; MEAN SCORES FOR ECE HOME VISITORS AND TEACHERS

MANAGEMENT QUESTIONNAIRE

Very True	Mostly True	Partly True	Partly Untrue	Mostly Untrue	Not True
5	4	3	2	1	0

Please read the following statements and rate your opinion of them. If you feel that a statement is always true write a five (5) in the blank preceding it. For statements you feel to be more true than untrue use the numbers 4 and 3. Statements that are more untrue than true should have the numbers 2 or 1 in the blank. If a statement is felt to be completely untrue use the zero (0). Write the opinion that first comes to mind, do not think about the questions very long. There are no right or wrong answers to any of the questions.

1. 4.8 I feel free to ask for help and direction from the project administrators.
2. 4.5 I am confident that the project administrators are concerned about me as a person.
3. 4.3 The project administrators make a sincere effort to see that I have enough of and the right kinds of supplies and equipment.
4. 4.6 The project administrators are willing to listen to the opinions of others and to consider them when they make decisions.
5. 1.2 The project administrators are often too busy to talk with staff members.
6. 0.2 The project is run more like a dictatorship than like a democracy.
7. 0.8 There is often confusion and uncertainty between the project administrator and staff members.
8. 4.3 The project administrators do their jobs efficiently and well to make the project run smoothly and effectively.
9. 4.4 I feel that I know the administrators as people.
10. 5.0 The project administrators would never fire a staff member without a very good reason.
11. 4.6 I look to the director and supervisor to keep me informed of new ideas which will help me in my work.
12. 4.4 I have been made to feel that I am an important part of the project team.

*N = 19 ECE teachers and Home Visitors

(Form MQA-III cont'd) TABLE 31 (Continued)

13. 4.0 I feel that I am able to influence decisions which relate to me and my work.
14. 4.8 The supervisor's criticisms are fair and help me do my work better.
15. 0.6 The supervisor does not give me enough direction or supervision.
16. 0.5 The supervisor gives me instructions which are unclear or confusing.
17. 4.7 The supervisor is thoroughly familiar with all aspects of the project.
18. 0.5 I feel that my time is wasted in unnecessary paper work.
19. 0.3 I am required to perform too many duties which are not really part of my job.
20. 4.9 I enjoy my work.
21. 4.8 I am pleased to take part in community activities which relate to the project.
22. 4.9 I have become genuinely involved in and personally committed to the purpose of the project.
23. 5.0 I feel my work is very worthwhile.
24. 4.8 Project staff members are enthusiastic about their work and seem to enjoy it.
25. 1.0 Certain staff members get "favored person" treatment from the director or supervisor.
26. 1.2 Some teachers or home visitors try to dominate staff meetings.
27. 0.5 In staff meetings, I often feel that nobody is interested in what I have to say.
28. 4.2 Teachers and home visitors enjoy working together.
29. 4.5 As a group, teachers and home visitors get along very well with each other.
30. 4.9 Other staff members are willing to share ideas with me or to help me when I ask.

MEAN SCORES FOR ITEM GROUPINGS

Item Group	Mean For Item Group
Staff-Administration Relations (Positive)	4.1
Staff-Administration Relations (Negative)	0.7
Staff Morale (Positive)	4.1
Staff Morale (Negative)	0.6
Staff-Staff Relations (Positive)	4.5
Staff-Staff Relations (Negative)	0.9
Total Positive Questions	4.6
Total Negative Questions	0.7

questions are self-explanatory (See Table 32) and the responses are positive in terms of effectiveness of project communications and project management. It can be seen from Part I Table 32 that the percent of people that responded "very much" to the 6 questions increased considerably. There was a 12 percentage point increase in "very much" responses relating to the question "Would you recommend the ECE program to other parents?". Attention should be called to this change because it indicates that the climate for institutionalization has improved during this past operational year. It is also important to note that there was an 8 percentage point increase in the "very much" area in relation to the question "Are you told in advance about parent meetings?", and a 10 point increase in percentage points relative to the question "Are you informed in advance about changes in program schedules?". Both of the responses to these questions indicate an improvement in communications.

It is important to note also that in Part IV in relation to the question "How often do you think parent meetings should be held?", there was a 10 percentage point decrease in relation to the response that such meetings should be held once per month but at the same time almost 26% felt such meetings should be held as often as needed. Some inconsistencies are identified in the responses to the question, "How could parent meetings be made better?"; almost 43% felt that better attendance (more participation) would improve meetings and at the same time almost 20% didn't know how parent meetings could be made better. Response to the question "What do you like best about parent meetings?", showed that 41% liked best the fact that they got to know other parents, almost 25% liked the fact that they were learning about children, while 22% enjoyed working on projects. And finally in response to the question

TABLE 32

QUESTIONS FROM THE PARENT EVALUATION WHICH ARE RELEVANT TO THE MANAGEMENT AND/OR COMMUNICATIONS COMPONENT

PART I: Scale of 0 (not at all) to 4 (very much)

Questions:	Percent Very Much 1973-74	1974-75
Is the home visitor on time for appointments?	72	75
Are you informed in advance about changes in the program schedule?	59	69
Are you told in advance about parent meetings?	66	74
Are the parent meetings helpful?	24	27
Would you recommend the ECE Program to other parents?	79	91
Do you talk about the program with your friends?	44	47

PART III: Scale of 0 (very poor) to 9 (very good)

What is your opinion of the project administrators?	8.0	7.9
What is your opinion of the parent meetings?	6.8	7.2

TABLE 32 (Continued)

Part IV: Continued

Question: How often do you think parent meetings should be held?

Responses:	Percent
Once per month	44.6
As often as needed	25.7
Once per week	12.2
Twice per month	4.8
Every 2 months	4.1
Twice per year	1.4
Never	1.3
Don't know or don't care	1.3

Part IV: Continued

Question: How could the parent meetings be made better?

Responses:	Percent
Better attendance (more participation)	42.6
Don't know	19.7
Better organization	11.5
Fine the way they are (no way)	8.2
Hold them more often	8.2
Have public debate	3.3
Learn to make things	3.3
Have more programs	1.6
Spend more time on children	1.6

Part IV: Continued

Question: What do you like best about parent meetings?

Responses:	Percent
Getting to know other parents	41.3
Learning about children	24.8
Working together (projects)	22.0
Everything	4.6
Learning to make things	3.7
Don't know	3.7

Part IV: Open ended responses

Question: How many parent meetings have you attended?

Responses:	Percent
None	41.8
2	15.9
1	11.8
9 or more	9.1
3	7.3
4	6.8
5	3.1
7	2.3
6	1.8

"How many parent meetings have you attended?", almost 42% said none while 9% had attended 9 or more of these meetings.

People responsible for management and communications in the project, if they are interested in continued improvement, should study the responses indicated in Table 32. It seems to this evaluator that there is evidence that there should be opportunity to continue to improve an already reasonably good situation. The important response, it seems to this evaluator, is that almost 42% of the parents did not attend any of the parent meetings.

VI. SUMMARY

The management component has been evaluated in relation to information available through records, reports, instrument analysis and evaluator observation. This evaluation is reported in terms of management of program implementation, overall project management, management of communications, management of change, and management of personnel. Findings growing out of evaluation of this component for the project year 1974-75 showed that:

1. Management has been strong and ably directed through capable administrative leadership to accomplish the objectives of the component and of the project.

2. Management has facilitated the implementation of project requirements with efficiency in terms of personnel, time and resources.

3. A working climate has been maintained and improved which encouraged cooperative productive activity oriented both to the welfare of the project and those working in it and for the benefit of those served by it.

4. Management has recognized a need for change and has facilitated changes needed to improve both content and process. The decision to make

such changes and the efforts required to implement them were results of cooperative activity and understanding on the part of those involved.

5. Responsibilities during the 1974-75 operational year were defined, respected and accepted by those involved in the project.

6. The project was well managed and was operated efficiently for the benefit of those served by it.

7. Evaluator observation varified those data which came from other sources to recognize that a climate was maintained in which the project operated with efficiency and responsibility and that management worked to maintain this climate for the benefit of the people being served and the project as defined.

CHAPTER NINE

CONCLUSIONS AND RECOMMENDATIONS

The Clinch-Powell ECE Program has had a far-reaching impact on education in the counties it serves. Because the program is home-based and directed as much at parents as at children, the effects of the program on children's academic performance in elementary school should be evident beyond the first grade level. It is suggested that an effort be made to gather follow-up data on academic achievement of ex-program children for the next several years. Specifically, a standardized achievement test should be administered to former program children and a control group at the end of each school year for at least five years. This year (1974-75), tests can be administered at the end of first grade. Next year (1975-76), tests can be administered both at the end of first grade and at the end of second grade. The following year, administration can be at the first, second, and third grade levels and so on. It is possible that the "wash out" effect seen in traditional Headstart and other early compensory education programs will not be in evidence in these children.

It is also recommended that the evaluation of the program be refined and improved by slight changes in the instrumentation. It is suggested that for the Parent Questionnaire and the Social Behavior Ratings, a scoring system be devised whereby total scores or scale scores can be reported. While the reporting of individual item scores provides the most detailed information, the time has probably come when ease and efficiency in reporting results is more important to the project than examiniation of detailed item by item results.

As the program enters a new dimension in 1975-76, the evaluation emphasis should be shifted to concentrate on product-outcomes and especially on the replicability of results already found. The evaluation should include as much experimental research as possible and efforts should be made to provide a large, randomly selected, control group.